

CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

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CONTENTS

	PAGE
Editorial Comment and News Notes	193
The School and Its Task	<i>Corinne A. Seeds</i> 198
Implications of Growth Factors for Curriculum Development	<i>G. Derwood Baker</i> 211
The Social Studies on the Elementary Level	<i>A. H. Horrall</i> 218
Classification and Promotion Policies in Some City School Systems	<i>Helen Heffernan</i> 228
Creative Music in the Learning Process	<i>Lillian Mohr Fox</i> 235
Planning the Curriculum in Terms of Social Living	<i>F. G. Macomber</i> 244
Index to Volume V	254

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CALIFORNIA JOURNAL OF ELEMENTARY EDUCATION

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EDITORIAL COMMENT AND NEWS NOTES

HONORING THE MEMORY OF WILLIAM JOHN COOPER

The Cooper Memorial Fountain was recently erected as a part of the new administration building of the Fresno public schools, by the City Council of Parents and Teachers. William John Cooper was a former superintendent of the Fresno schools and greatly beloved there. It was while Dr. Cooper was Commissioner of Education (1929-1933) that the Children's Charter was adopted by the White House Conference. No group has done more to promote the work of the White House Conference and the acceptance of the Children's Charter, than Parent-Teacher organizations throughout the country. It is fitting that the Fresno City Council of Parents and Teachers should dedicate this fountain to the memory of William John Cooper a "Friend of Children."

The fountain was executed by Charles A. Covey, a local sculptor.

WEST COAST SCHOOL OF NATURE STUDY

The seventh annual session of the West Coast School of Nature Study held under the auspices of the San Jose State College is offering a series of four six-day sessions from June 20 to July 17. The first will be held at Idyllwild in the San Jacinto Mountains, June 20-26; the second at Sequoia National Park, June 27-July 3, and the final two sessions at Fallen Leaf Lake, July 5-11 and July 11-17. The courses offered during the summer session will cover work on birds, wild flowers, insects, water life, physiography, geology, mineralogy, and nature games. There are no strenuous hikes, only enough territory being covered to give a good sampling of the field under consideration. These sessions combine study with comfort and no attempt will be made to "rough it." Accommodations are modern and comfortable, and ample time will remain after study hours for reading, hiking, swimming, and other forms of recreation. Prices for the six-day sessions in the different resorts including tuition, meals, and lodging will approximate \$40 per person for each session. The San Jose State College will allow two units of college credit for each six-day session. More detailed information may be secured from P. Victor Peterson, Director of the West Coast School of Nature Study, San Jose State College, San Jose.

SANTA BARBARA SCHOOL OF NATURE STUDY

The Santa Barbara State College is offering a summer session course in nature study for the fortnight August 9-21, 1937. Investigation will center about the Natural History Museum and Blaksley Botanic Garden in Mission Canyon, the foothills of the Santa Ynez Mountains, Los Padres National Forest, and Laguna Blanca Bird Refuge. Two semester units of undergraduate credit will be granted for study during the session by the College. Tuition is \$6 per unit with no extra assessments, special fees, or charges of any kind. Courses ranging from astronomy and geology to art activities and desert life are offered. Reservations should be sent to Harrington Wells, Director of the Santa Barbara School of Nature Study, Santa Barbara State College, Santa Barbara.

RECENT CONFERENCES OF INTEREST TO ELEMENTARY SCHOOL PRINCIPALS

MUSIC

The biennial California-Western School Music Conference was held at the Fairmont Hotel in San Francisco, March 21 to 24, 1937. Seven hundred music teachers, supervisors, and administrators enjoyed and profited by the excellent program arranged by Miss Mary E. Ireland, the retiring president of the organization.

Three out-of-state music educators appeared on the program in speeches or demonstrations. Dr. Joseph E. Maddy, President, Music Educators National Conference; Mr. William D. Revelli, University of Michigan; and Miss Lilla Belle Pitts, Supervisor of Junior High School Music, Elizabeth, New Jersey, made notable contributions to the vocal and instrumental music teachers.

Bands, orchestras, string ensembles, and a cappella choirs came from all sections of the state to demonstrate their accomplishment. The conference ended with a gala concert at which the All California-Western Secondary School Symphonic Band was under the direction of Frank Mancini of Modesto, with William D. Revelli as guest conductor; Glenn Woods of Oakland was conductor of the All California-Western Secondary School Chorus and Dr. Alfred Hertz directed the All California-Western Secondary School Orchestra.

Nine years ago the first annual conference of music educators was officially called by the State Board of Education. Forty-five music educators responded. In 1931, the California-Western School Music Conference was organized as a section of the Music Educators National Conference. The State Department of Education has continually sponsored the organization since its inception and the recent

meeting of seven hundred music educators is indicative of the growing importance of music education in the curriculum of California schools.

Earl S. Blakeslee, music instructor of Chaffey Union High School and Junior College, Ontario, was elected president of the organization for 1937-38.

ART

The Pacific Arts Association met in Yosemite Valley, March 22-24, 1937. The program was arranged by Mrs. Harriet B. Spurr, President of the Association and Supervisor of Art, Sacramento public schools. The problems of art education in the elementary and secondary schools were discussed in general and sectional meetings. Choice creative art expressions attractively displayed in portfolios were contributed by children from all parts of the state.

CALIFORNIA ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION

A two day conference of the California Elementary School Principals' Association was held in Sacramento, March 20-21, 1937. The usual business session was augmented by a consideration of professional problems. In spite of weather conditions the attendance was gratifying. Much credit for attendance and the fine program is due William Burkhard, President of the organization, and Principal of Coloma School, Sacramento.

A number of administrators took advantage of the opportunity to visit the Sacramento schools on Friday morning, March 20. The Friday afternoon session consisted of a panel discussion led by Dr. George Kyte of the University of California on the theme, "The Nature of the Principals' Program in Dealing With the Exceptional Child." The Friday night meeting included a number of outstanding numbers. The pupils of the fifth grade in the David Lubin School presented an auditorium program. A discussion of the values of such a program by Leo B. Baisden, Assistant Superintendent of Schools, Sacramento, followed. The underlying philosophy and newer practices in the whole field of the social studies was presented by Helen Heffernan of the State Department of Education. Her address was entitled, "New Designs in the Teaching of the Social Studies."

Saturday morning, March 21, was occupied with a business meeting of the Association. Reports from the presidents of the various sections and the reports of various state committees gave evidence of the worth while undertakings sponsored by the Association.

Following the business meeting, Dr. James Bursch, Assistant Superintendent of Schools, Sacramento, spoke to the group on the

"Mental Hygiene of the School Child." His talk was well received by the group.

Legislative measures were discussed by D. R. Jones, Field Representative, California Teachers Association.

The conference closed with a banquet meeting on Saturday night with Mrs. P. D. Bevil, of the Sacramento City Board of Education as speaker.

The new officers elected for 1937-38 were:

President—Harry L. Buckalew, Principal, Jefferson School, Fresno

Vice-president—Mrs. Gertrude G. Howard, Principal, George W. Crozier School, Inglewood

Secretary—Harry H. Haw, Principal, Alice Birney School, San Diego

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The success of the two day conference will no doubt insure its continuance as an annual event. There is probably no group in California more earnestly interested in vital educational problems. The transacting of state business is essential for the welfare of the California Elementary School Principals' Association, but the good fellowship and the professional study provided by the two day convention is indicative of the ever increasing professional status of the elementary school principals in California.

CURRICULUM ADJUSTMENT FOR MENTALLY RETARDED CHILDREN

The United States Office of Education has recently published a bulletin which principals and teachers will find helpful, under the title, *A Guide to Curriculum Adjustment for Mentally Retarded*, Bulletin 1936, No. 11.

The experiences of thirteen leaders in the education of retarded children working in various parts of the country have been incorporated into the bulletin. Problems of curriculum adjustment for children of low mentality as well as of those closer to the border line of intellectual normality in regular classrooms as well as in special classes have been considered. Suitable units of experience have been suggested for various age levels without regard to grades.

The function of the bulletin, says Elise H. Martens, Senior Specialist in the Education of Exceptional Children, United States Office of Education, compiler and editor of the publication, is "to make clear the application of . . . philosophy to the education of a group of children who too long have been either subjected to demands which they cannot meet or permitted to mark time without accomplishing anything of social value."

Orders for the bulletin, the price of which is twenty cents each, should be addressed to the Superintendent of Documents, Washington, D. C.

PUPIL PROGRESS REPORT CARDS

The United States Office of Education has recently distributed Circular No. 169 entitled *Report Cards of Pupil Progress Recently Constructed for Elementary Grades* which will be of general interest. Report cards are reproduced from 40 cities, towns, and countries. These report cards are representative of the many periodic progress reports that have been constructed during the past three or four years following changes in elementary school curricula and teaching methods. Recent publications on the subject of reporting to parents are also listed.

SIGHT SAVING CLASSES FOR TEACHERS AND SUPERVISORS

The National Society for the Prevention of Blindness announces courses for the training of teachers and supervisors of sight saving classes to be given at the 1937 summer sessions at Western Reserve University, Cleveland, Ohio; Wayne University, Detroit, Michigan; and Teachers College, Columbia University. Details regarding the courses may be obtained from the National Society for the Prevention of Blindness, 50 West 50th Street, New York, N. Y., or from the universities at which the courses are to be given.

THE SCHOOL AND ITS TASK¹

CORINNE A. SEEDS, *Principal, University Elementary School,
University of California at Los Angeles*

The task of the school is large, and seems with each year to grow increasingly larger. Only a few of the most important tasks of the school as I see them can be presented here. I have chosen to discuss to some extent the following:

(1) Why the school exists, and (2) What the school should do in order to fulfill its obligations to society.

In the development of what I consider are the outstanding obligations of the school to society I shall discuss these phases:

1. The obligation of the school to afford an opportunity for children to *live here and now* and grow through such living.
2. The obligation of the school to see that the content of the child's life in school will help him in his understanding and interpretation of social forces at work in his world.
3. The obligation of the school to afford to children the opportunity not only to *live with the worth while things of life*—but to help them to a way of living with each other, which will promote and foster in them, a more harmonious way of living for each and all.

WHY DOES THE SCHOOL EXIST?

The process of education in operation before the establishment of schools, was a process of allowing children to acquire their racial heritage through a gradually increasing participation in the activities of life in which the adults were engaged. We shall have to acknowledge that for numbers of years this process was an effective one, for the children of the cavemen were able through this participation to acquire the ways of behaving which enabled them to carry on and augment the work of their fathers and mothers. A suggestion to return to this process of education you will say immediately is preposterous in this day and age—that our child labor laws prevent such inductions into the life activities of the people of today, that our lives are too complex, too specialized for children to become really educated in that way, that fathers and mothers are too busy making a living to bother with the teaching of children. You could give many,

¹ Address given before Elementary School Principals' Conference, Los Angeles, March 6, 1937.

many more reasons why such a scheme would not work today. Long before the time of Abraham people had decided that merely living, working, and playing with the elders of the tribe did not fully educate the child to take his place in the world of that day—which seemed a static world compared to ours. They felt that there were ways of behaving which children should acquire which the elders did not have time (even then) to help them to get, such as the tribal rites and customs associated particularly with religious rituals. So, long ago, an institution was set up by people for the express purpose of helping children to acquire ways of behaving which were thought to be highly desirable socially and which could not be acquired solely through living with older people.

While the ways of behaving which are considered desirable have increasingly undergone many changes as civilization has developed, the underlying purpose of the school has remained virtually the same. It is an institution set up by the adults of a tribe or of a community to augment and extend the education of the child beyond that which he otherwise would acquire.

For many years the school was merely a place where children learned certain skills which their parents had no time to teach them. During the period of the Dame Schools of New England, the children really learned to *live* at home and learned to read the Bible and to cipher at school. And, there are many persons today who will not recognize the fact that we live in a *changed* world—a world which prevents children from *living richly and fully at home*. They believe that the school still exists *only* to teach children to read, to write, to cipher, and to spell. They refuse to face the fact that living comes before the need for the so-called *school* fundamentals.

Today we believe that the school is an institution, dedicated to the task of education, established by society, for the express purpose of helping the young of each generation to acquire that part of the social heritage, which will enable them to live always as richly and fully as possible, and to extend, augment, and transmit still further this ever growing "funded capital of civilization."

If we accept this statement of what the school is, the tasks of the school are fairly well defined for us. To meet them adequately the school would necessarily need to know (1) in what way children acquire best their ways of behaving—which we call the social inheritance, (2) what particular ways of behaving should be selected for acquisition, and (3) how these children should be treated so that they will form a habit of extending, augmenting, and transmitting what they do acquire.

THE FIRST TASK—TO HELP THE CHILD ACQUIRE SOCIAL INHERITANCE THROUGH LIVING

The first outstanding task of the school is to help the child to acquire his social inheritance through *living*, living *now* as Dewey says, through "life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground."¹

If the school is to help children to *live* and to grow through their living, what conditions must it provide? What factors must it take into account before it can provide for life in the classroom?

What does it mean to live?

Living implies activity on the part of the organism in response to environmental factors. The organism, because it has within it certain innate drives and urges, is stimulated by interaction with certain factors in the environment to feel needs and desires, which, in order to satisfy, require further interaction of the organism with and in the environment. As these needs and desires are satisfied through purposeful activity the organism grows, the quality of growth or of the living depending upon the fineness and worthwhileness of the needs and desires which in themselves depended upon the stimulation of the environment.

Therefore, in creating life situations for children, the school should consider what factors must be taken into account. They are:

1. The organisms (the children, or the learners), their innate drives and urges which prompt them to feel *needs* which they wish to satisfy, their on-going interests which have been built through response to initial drives and urges.
2. The environment (in which the living is to be done), which must stimulate interests and also provide the means for satisfying them.
3. The stimulation and guidance of the interaction of the children in the environment.

If the school furnishes an environment to which children will react in worth while ways, and adequate teacher guidance, children will live and learn through their living.

AN EXAMPLE OF ACQUIRING SOCIAL INHERITANCE

For example, it is a widely recognized fact that children of eight years are interested in the lives of primitive people especially in the lives of the Indians. This interest in our American past they have indicated long before any intense study of Indians is initiated or undertaken, by asking questions such as:

¹John Dewey, "My Pedagogic Creed," *Journal of the National Education Association*, XVIII (December, 1929), 292.

- Who lived here first?
- How did people make fire before they had matches?
- Who made the first dishes?
- How did people know that cow's milk was good?
- How did people cook before they had stoves?

Too, interest in Indians always is revealed whenever questions lead into a discussion of any of their ways of behaving. When children are building their little houses for their miniature community and are interested in the homes in which people live, they enjoy immensely looking at pictures and asking questions about the homes of other people, particularly the different types of Indian homes.

If a teacher has lived richly and fully with six- and seven-year-olds there is no question in her mind as to whether eight-year-olds would be interested in Indians and the activities fundamental to their living. Many lines of interest lead to such a study. The children may have enjoyed making clay dishes for the playhouse, therefore pottery making would have an appeal. They have enjoyed building houses and furnishing them, therefore interests are already in the process of development which would lead them to wish to build and furnish an Indian home. The same is true of many, many more interests in the making that may be augmented still further through an Indian study.

So a teacher may well feel that an intensive study of Indian life (say Hopis) may be initiated and carried on with her group. She *knows* that the children's interests will make possible a rich study.

Then, comes the question, what shall she do? First the teacher must arrange an environment which will stimulate activity in her children—that is, one which will allow them to take the first steps in the situation—and also be rich enough in materials and guidance to allow initial activity to lead into further worth while situations productive of growth.

How shall this environment be arranged, so that the children will *do* something about it and with it?

The teacher should take into account at least seven of the innate urges of children to activity and ask herself:

1. What activities of the Hopi Indians would *these* children care to "play"? What should I place in the environment which would lead *into* play which is a natural urge of childhood? What stories can I read to them? What stories can they read? What materials should I gather? (Metate, mano, corn, drum, kat-china dolls)
2. What would the children be *curious* about? What concrete materials? (metate and mano, colored corn, pottery with designs)

What pictures? (Snake dancers, pueblos on high mesas would arouse curiosities?)

3. What would they manipulate?
4. What would and could they construct? What materials would lead into construction? (Large boxes for pueblo, cloth for clothing, corn for piki, gourds for rattles, kegs for drums)
5. What ideas would they share? What materials could be placed in the environment that they would care to talk about—that would bring to mind past experiences—first-hand or vicarious?
6. What opportunity is there for communication? How should I arrange for free discussion in orientation period?
7. What opportunity for expression of the art impulse? What experiences would lead to further expression? What materials would lead to art expression? (clay, sand for painting; brushes, easels, paints; drums, for music and dancing)
8. What opportunity is afforded for physical activity? (orientation, manipulation of materials, construction, play)

After such a survey as this has been made the teacher must select out of all the ideas and materials which might be put into the environment to stimulate these interests and inner urges to function, those which she thinks might promote an immediate response and lead to the most feasible *first* purposeful activities.

Probably, if she knows children of that age, she will realize that they enjoy first building a home in which to live—which makes a splendid nucleus for the whole learning experience which will follow. Thus, into the environment will be placed materials for house building (large packing boxes, boards, limbs of trees, leather, thongs), also pictures of pueblos, the apartment houses of the Hopis.

The mano and metate and vari-colored corn will appear, accompanied by pictures of corn grinding, corn planting, the Rain Dance, the Snake Dance, etc. Other materials accompanied by pictures will probably be an Indian drum and rattles, pottery of all kinds for cooking and for decoration, a rabbit stick, some kachina dolls, easels, paints, paper, pencils, clay, books, etc.

The Interaction of Children in an Arranged Environment Determines the Sequence of Activities. The children are given the opportunity to explore or interact with this arranged environment. The teacher watches this interaction most carefully, for out of this will develop the children's first needs and desires, which she may guide into worth while purposeful activity. What these will be she does not truly know as the children's individual interests are always giving rise to surprises and may cause changes in the direction of the activity at any point.

The teacher knows the activities involved in the area of experience but she does not know the exact pathway which these particular children may choose to take through the area.

For example, one group of children became intensely interested in corn and in the grinding of corn which led into the making of mush. This required some cooking utensils which they made. This in turn led to the cooking and eating of the mush in Indian style; all before the children really felt the need for a pueblo.

Another group of children wished to make pottery which led to the securing and preparing of the adobe, the making, drying, and firing of coil pottery. This in turn led to the dramatizing of the myths with which they became acquainted as they made their designs. The pottery was then used for cooking and soon a pueblo was needed.

But, usually, the need for a pueblo arises almost at once—a "hang-over" in part from the playhouse idea of their six- and seven-year-old experiences.

As the children live, feel needs, and satisfy them, more needs and desires arise. The environment is changed as they work and play to satisfy their needs. Their responses are to an ever enriched and remade environment. Thus, growth takes place.

The children need; they purpose to satisfy the need. In so doing they acquire knowledge, understandings, feelings, skills, and abilities which are needed to forward their pursuits. They learn through living, through the satisfaction of needs and desires which are their own, and are thus capable of making change in themselves.

When the school is a *live* school the children's interests determine what subject-matters shall be acquired. In order to find satisfaction in their work and play many ways of behaving are needed; many number experiences are involved in building the large pueblo, in making ladders, in making the brick molds for the small pueblo and in making their clothing; the geography of the southwest is learned not *before* they study Hopi Indians but as an inherent part of satisfying needs that they feel and want for such information. For example, they wish to know why the Indians perform the Snake Dance, why there is so little rain for corn, why the Indians have to go so far away for roof beams, why the hills have flat tops (mesas), whether the Indians leveled them all off, why the staple food is corn, and so on.

Children's interests have a way of leading them into the acquisition of the knowledge, habits, skills, and appreciations which they need at the time. In a live school the racial heritage is acquired in this way.

So, in helping children to *live*, the school is duty bound to furnish the environment at each age level which will stimulate life and to fur-

nish the guidance necessary that the life which ensues may be worth while, complete, and satisfying!

THE SECOND TASK—TO SELECT SOCIALLY WORTH WHILE CONTENT FOR THE CHILD

The second major task of the school deals with the selection of the *content of living* for the child. The question, what shall the child learn? is always a challenge to the school.

The school must see that through living the child learns, but more than that, the school must select out of all of the child's social heritage those influences which shall affect the most changes in him for good, and place them in his immediate environment, so that *when* and *as* he needs them he can make them an integral part of himself.

This social heritage out of which each child continually selects his ways of behaving is a vast store of all the ways of thinking, ways of living together, ways of feeling, and ways of doing that man through the ages has accumulated as he has striven, worked, and thought to satisfy his fundamental needs, wants, and desires in his world. Generally speaking, this heritage which man has accumulated consists first, in the language of Dr. Mossman,¹ of what he has discovered about his physical world as he has made it yield him a living, of what he has learned about people as they meet their problems individually and in groups, of his knowledge of the work of the world—the production of raw materials, the manufacturing, transporting, and selling of commodities; second, it consists of the skills and abilities which have been created in order that life may be extended further, such as the ability to read, to write, to express one's ideas in language, and to meet quantitative situations; and, third, it consists of the accumulated esthetic interpretations of life experiences such as are found in music, literature, art, and the dance.

Not all of this racial heritage is good; not all of it is necessary to help a child to live in a worth while way today; some ways of behaving are of far more value than are others. Therefore, it is the duty of the school to try to sort out for the acquisition of the child those ways which will help him most at each age level in his increasing attempt to understand his world and the activities of the people who live and work in it.

The Selection Must be Made on Basis of Fundamental Values. The school is constantly faced with the task of deciding just which influences shall be placed in the environment of the child. For example, not long ago, a teacher of seven-year-olds, where community living

¹Lois Coffey Mossman, *Principles of Teaching and Learning in the Elementary School*. Boston: Houghton Mifflin Company, 1929, pp. 117-118.

upon a miniature scale was in full swing in her classroom, had to decide which of two equally evident leads she should follow—one which would lead into a study of how we obtain our milk and the other which would lead into a study of the circus. Both leads came naturally. In the case of the milk study, the children had a market where bottles of milk were brought for consumption of the babies in the community. A miniature truck brought the milk to the market, so the question was raised as to where the truck driver got his milk. In answering this question the children would need to visit the creamery and the dairy. Later both a miniature creamery and a dairy farm would be constructed, as inherent parts of their related community living. Thus, their lives would be enriched and extended by many new meanings and skills which would help them still further to understand and interpret the activities of people in the world in which they live. As to the other lead, the circus: the circus had come to town. Many children had enjoyed it. Some of them wished very naturally to have a circus come to their own schoolroom community. They wanted to build tents, model animals, make animal wagons and paint them in silver and gold, make the performers, and give a show for the people in the community.

Which lead should the teacher follow? In both studies the children would have opportunities to live together democratically. In both there would be keen enjoyment and satisfaction. In both there would be opportunity for self-expression and creative effort of many kinds. Many teachers would choose the *circus*, but that choice, even if it is fun for the children, does not take into consideration what is of the most importance socially in the racial inheritance. A circus at best is an artificial thing. It comes and goes and amuses us for the moment, but the dairy is fundamental in our lives. An understanding of our milk supply is essential to every person. Our welfare and happiness is more or less dependent upon clean, pure milk at reasonable prices for each and all.

Some one will say, "Is there no place for a circus?" I would say that it should come, be carried out quickly, and go, as it does in real life. A short time given to it—yes!—but not from six to ten weeks to "dress it up." It is not worth it in basic values to the child and to society.

All of the ways of behaving of which our social heritage consists have emerged out of man's constructive activities as he has sought to maintain his life in this world. In other words, all of the so-called subject-matter fields have grown and are still in the process of growth as a result of man's activities in satisfying his basic life needs, such as the need for food, clothing, shelter, weapons, utensils, tools, and

records. If this is true, and if our paramount duty as representatives of the school is to help our children acquire that portion of the social heritage which will make them better members of the world in which they live, then, surely the *content* of the school curriculum, or that *with* which and *through* which they live and learn, should be centered in the activities which have brought our civilization into being. The major portion of the school time should be given to such activities—where, as in life itself, needs for all ways of behaving arise, as these interests are forwarded. Geography, history, number, literature, philosophy, etc., all contribute as they are needed in helping the children to find satisfaction in their pursuits which are really those in which man himself has been engaged in his life struggle.

There is no conflict here between child interests and adult interests. A child may begin a serious study of harbor life by making a boat which will actually float and carry cargo. To find complete satisfaction with his boat he wants to make a replica of the harbor which he has explored with all of the facilities and cargo found there. In making the boat, which is no little task for an eight-year-old, and in building a replica of the harbor he has had to acquire many of the ways of behaving that are a valuable part of our social heritage. His interests are satisfied through ways of behaving which man's interests have built. Most of the children's interests, arising as they do out of the life activities of today, can be so guided that learnings which ensue are of real social worth. Such is the duty of the school!

Moreover, as life today has become and is becoming ever more complex, more difficult to understand, the school has, as Dewey says,¹ three distinct tasks with reference to helping children to acquire the socially worth while ways of behaving.

He indicates that:

1. The school must simplify existing life. Because our children live in societies where the activities of the people become ever increasingly more complex and less obvious, the school in selecting the influences which shall affect the child for good creates special social environments where the complexities of life are reduced to simple, understandable form—for example all people should have an understanding of how our great daily papers are made and printed. But, merely to take a child to a pulp mill will leave him confused unless his visit be preceded by first-hand experience of his own in making paper. The same confusion and lack of real interest will attend a visit to a newspaper plant, unless preceded by first-hand experience with hand-made printing presses and simple experiences in casting molds and making matrices. The same is true of most of the activities of the

¹ John Dewey, *op. cit.*, p. 292.

adult world. To help the children so that they can function with understanding with reference to these life activities, the school must simplify them.

2. The school must purify life for children. Because the world as it is, the world of the alley, the pool hall, with the homes of the dance-mad, liquor-mad, and race-mad people, does not provide for the acquisition of the finest ways of behaving possible the school must arrange for life which is fairly ideal. For instance, the language of the street, alley, radio, sound picture, and dime novel must be offset in school by the use of good, effective spoken English and by the reading of that which is good in literature.

School life must be idealized—only that which is truly fine should be made satisfying there.

3. The school must extend and balance experience. If children were to acquire their ways of behaving simply through living with the people about them, their outlooks and understandings would be exceedingly narrow. Therefore, it is the duty of the school to balance the experiences of the children, to see that each child is helped to reach out naturally at the proper time and acquire understandings of the world and people not in his own immediate environment, find out about distant lands and people of today, and about the world and about the activities of yesterday.

For example, it is not enough that our children live continually in the present. To have a real understanding and appreciation of the present, one must understand how the things we value today came to be. Merely reading about the activities of people in Colonial days never actually can take the place of participating in some of these experiences, such as shearing wool from a sheep's back, washing, combing, carding, dyeing, spinning, and weaving it. Nor can reading about such processes really give the understandings necessary to real appreciation of our great textile machines of today. To have actually performed in a simple way the processes of textile making gives an understanding and insight into the lives of the women of Colonial days and into the operation of the parts of textile machinery that is necessary to us as members of an industrial world where we as voters pass upon issues which involve the welfare and happiness of many workers in textiles.

The second task of the school, then, in providing the *content* of life for a child is most important.

THE THIRD TASK—TO GUIDE YOUTH IN DEMOCRATIC LIVING

The most important task of the school is the last to be considered, the guidance of the young in the way in which they live together.

To help the child to find his greatest satisfaction in living harmoniously with his fellow men; to help him to choose "democracy as a way of life" is the task for which our society holds the school most responsible.

This is the task we talk most about. In almost every large assembly of educators we are stimulated with a desire to bring about a more perfect realization of democracy in this country. At the end of these meetings we are fired with good intentions; we dedicate ourselves to this service to society. We give the idea of democracy lip-service, but actually do little to bring it about.

We know that it is possible to have our children live in school societies democratically, but how many times in our classrooms do we find:

1. The teacher as a dictator (with principals and supervisors as supreme potentates) determining for all the children at all times just what they shall do and how they shall act, instead of allowing what shall be done to be decided by the children with reference to their individual and group needs at the present.
2. The children all doing the same thing at the same time.
3. Children urged to do those things for which they feel no immediate need, by competitive devices.
4. The spirit of competition, of rugged individualism fostered with reference to the welfare of the group.
5. Control from without—in the hands of the teacher—with no opportunity for the children to build inner controls for their own conduct and that of the group.

In many, many instances our performance falls far short of our good intentions in this respect.

If we would have democracy we must begin in the nursery school to put its guiding principles into practice and continue on through the university in their application. There must be no lapses if our responses are to become automatically democratic.

UNDERLYING PRINCIPLES OF DEMOCRACY MUST FUNCTION IN SCHOOL SITUATIONS

In *Education for a Changing Civilization*,¹ Dr. Kilpatrick has briefly stated three underlying principles of democracy which I have restated as follows:

1. Each person shall have the opportunity to develop to his highest capacity in the direction of the right and the good.

¹ William Kilpatrick, *Education for a Changing Civilization*. New York: The Macmillan Company, 1926, p. 27.

If in *school* we would provide for the application of this first principle we would find

- a. Children doing work which interests them because it forwards their interests and makes lives richer.
 - b. Children doing different things.
 - c. Children making choices.
 - d. Each child counting as a person and being so treated.
2. All of the institutions and resources in the world exist for man—are man's to use in this highest development.

To apply this principle to school life the school environment would be for the use of each and all.

- a. It would be varied to stimulate individual development and group growth.
 - b. It would be rich in possibilities for *living*—socially and individually.
 - c. It would be rich in things to stimulate *child-living*.
3. Each person shall consider the welfare of the group of first importance but the group must consider the development of each individual as necessary to forward the highest development of group living. In school this would mean that there would be in progress.
- a. Large group activities calling for the cooperation of all and for contributions of a different nature from each.
 - b. Guidance so that social ideals of "each for all and all for each" develop.

From the discussion of those principles and their application it can be seen that if the school is to meet this last task of helping children to live together democratically, radical changes will have to be made in our present school procedure.

School situations will have to be remade so that criteria such as the following can be applied positively by each and every teacher:

1. Is my classroom environment rich enough in materials and ideas so that all of the children can satisfy their needs and desires and so grow to their utmost?
2. Is this environment of mine supplied with the materials and ideas which will stimulate large group endeavors in which each child may make his contribution in the line of *his* capacities and interests?
3. Do I permit freedom of choice on the part of each and all?
4. Do I constantly guide the living of the children so that they receive the greatest satisfaction in contributing to the endeavors which are for the good of each and all?

5. Do I handle the situation so that satisfaction is experienced by each individual for contributions made which will further his own special abilities and yet promote richer living for the group?
6. Do I apply the principle of "each for all and all for each" to problems of control, routine, and organization?
7. Do I make the chief objective of my work the building of character which will function in a democratic way?
8. And, do I build, day by day, attitudes of cooperation, of respect for the rights of others, of tolerance, of weighing values before concluding, by constantly building the specific habits out of which these attitudes are formed?

CONCLUSION

John Dewey in "My Pedagogic Creed," in characterizing the school as "primarily a social institution," further states:

Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends.¹

This presents a challenge to all educators which makes it imperative for them to:

1. Arrange for life in each classroom at each age level—life which consists of satisfying needs and desires actually felt at the time to be of worth by the child.
2. Arrange for life that is most worth while socially by guiding interests into areas of social worth.
3. Guide the living so that democracy becomes a realization in each school group.

To meet this threefold challenge means that educators must be ready to accept and apply new conceptions of educational and social philosophy, of what the curriculum should be, and of method. I believe that a partial and as yet inadequate answer to this challenge lies in the expansion and further application of what we now call the *integrated curriculum*.

¹John Dewey, *op. cit.*, pp. 291-295.

IMPLICATIONS OF GROWTH FACTORS FOR CURRICULUM DEVELOPMENT¹

G. DERWOOD BAKER, *Principal, South Pasadena Junior High School*

In searching for the basic assumptions which shall serve as the foundation for curriculum development in California, we have turned to the sociologist for an understanding of the community which our schools are to serve and to philosophy for the values and procedures which are to be stressed. From the findings in both these areas we have set up what we have styled, "desired outcomes of education." We know our community and its citizens not only for what they are, but for what we should like to have them become. We are, to say the least, in the process of establishing educational goals for the school system of California. The next step is to devise adequate means toward these ends.

NEW SET OF BASIC ASSUMPTIONS PREREQUISITE

In devising means an entirely new set of basic assumptions are requisite; assumptions arising out of the research of the physiologist, the psychologist, the biologist, and the anthropologist. In industrial production more is required than blueprints, specifications, engineer's drawings, and delicately pastelled sketches of the article to be produced. Unless the production manager has a thorough understanding of his raw material and the techniques for processing it, all the work of the engineering and sales promotion departments will be frustrated. The child is the raw material in education and in educational planning it is recognized today as never before the necessity of a full understanding of the nature of his organism and of the order of its development.

In approaching this problem it should first be recognized that traditional knowledge of child development has not been utilized to any appreciable extent in determining what subject-matter should be taught at the various grade levels or in determining pupil experiences. Our curricular grade placements and school organization have, in large measure, been inherited, or adopted from considerations of expediency.

Second, every one should understand that while individual researchers and child study clinics in this country and abroad have

¹ Given as a committee report on Scope and Sequence of Major Learnings in the Curriculum, Conference on Direction and Improvement of Instruction and Child Welfare, St. Francis Hotel, San Francisco, February 1, 1937.

carried on thousands of specialized studies of physical and mental growth, interests of children, emotional patterns, much remains to be done before authoritative pronouncements can be made. Most of the evidence is inconclusive; much of it is contradictory. The most that your committee hopes to accomplish is to draw attention to a few broad, safe generalizations, and to focus the attention of all serious-minded educators upon the significance of current research in this area.

GROSS CLASSIFICATIONS OF GROWTH

Ideally, we might hope to define growth, or maturity factors, in units as small as one year of chronological development, but actually our measures are still so unrefined and so much variation exists between individuals and groups that only very much more gross classifications are possible or useful at present. Your committee has chosen to make all its errors on the conservative side. We have recognized and wish to call to your attention the significant differences at four levels of development: (1) early childhood, (2) later childhood, (3) early adolescence, and (4) later adolescence.

EARLY CHILDHOOD

Mr. Jay D. Conner, Director of Elementary Education in San Diego, is developing our report in the childhood area. If he were here this morning he might tell you of the more than two hundred studies of physical growth alone which have been made on the preschool level. He would review the studies, conflicting as many of them are, on the score or more factors which determine reading readiness, on coordinations involved in handwriting, and on maturity requisites for adequate comprehension and command of mathematical processes. I shall not attempt to report for him except to say that the evidence studied thus far does not justify us in promising specific answers to many of these problems. It seems clear that the answer to reading readiness is more complex than many have thought. We may not assume, for example, that a mental age of $6\frac{1}{2}$ years is a guarantee of reading readiness. There are other factors of physical coordination, emotional development, social and environmental relationships which are also determinants. We should come to recognize the complexity of all these developmental factors and deal with our curricular problems, not in the light of simple official pronouncements, but with full knowledge of the variability of individuals and of groups. It is important to keep in mind that there is a wide and increasing range in the maturation of both individuals and social groups at each chronological level, and that activities must provide adequately for these variations within any given area of experience.

It can be said that early childhood is predominantly an area of egocentric interests and the school activities should utilize and be developed out of the immediate environment of the child. These activities should be simple, direct, and involve his actual experiences and daily contacts. Specific interests are predominantly transitory and activities should, therefore, be limited in their orientation in space and time. Coordinations are of a low order and sensory-motor development is predominantly of the trunk and big muscles; therefore, materials should be suited to large muscle activities. Imitative ability is strong, and should be capitalized to develop correct forms of speaking and acting.

LATER CHILDHOOD

Much experimentation is needed to develop our knowledge of the nature of growth during the period of later childhood. This area is almost entirely lacking in specific knowledge of maturation factors useful in determining appropriate activities. Available studies reveal little concerning the natural interests of children, as there is no way of separating the influence played by the suggestions offered by the environment. There is little actual evidence to support or repudiate the types of activities now in use. The following characteristics can be tentatively established:

1. Growing capacity for concentration.
2. Lack of appreciation of personal power and limitations.
3. Growing independence; little appreciation of adult values.
4. Slowly developing general concepts of identity, relationship, and causality.
5. Refinement of motor-coordination, including eye and hand.
6. Increased variability of growth characteristics.

No evidence has been found which would justify the placement of formal grammar or language science on this later childhood level. It is not justified by what we know of the needs or interest of the child, or of his capacity for dealing with such abstract concepts.

EARLY AND LATER ADOLESCENCE

The adolescent period has long been regarded as one of profound growth and developmental change. We are accustomed to think in terms of rapid spurts in physical growth; variations in mental development; the birth of new interests; the awakening of desires, emotional stresses, and strains and social readjustments; but the problem of plotting the curve of these various developments and determining the causal factors is one which has only recently commanded the attention of research workers. Anthropologists have recently contributed a

new and fuller understanding of this area. Adolescence as a prolonged period between childhood and adulthood is not found among primitive peoples. When a boy or girl in a primitive society attains sexual, and a degree of physical, maturity he is inducted without delay into full adult status in the community, assuming responsibilities of marriage, self-support, and citizenship. Luella Cole is responsible for the statement that the race has had little experience with the adolescent age. It is a brand new product of modern times and basically economic. The practice of maintaining our youth in a position of suspended animation between childhood and adulthood for a period of from six to ten years is a social experiment of tremendous proportions. No one can say with any certainty what form of education is best for this army, what curriculum should be offered, or what standards of achievement are possible, but two conclusions seem inescapable:

- (1) The educational program appropriate for the 215,616 pupils in high school in 1880 is probably not desirable for the 4,514,008 students in 1930.
- (2) An adolescent life in which only 5 in 100 children are in school must be very different for the adolescent themselves from a life in which approximately every child is in high school.¹

Early adolescence is a period of profound physical and structural change. At some time during this period most individuals experience very rapid growth.

But while the boy is adding inches to his stature and pounds in weight, it does not follow that all parts or organs of his body are sharing equally in these increments. Every structure has its own growth rate and goes ahead with its particular mode of development, without much correlation to the growth rate of other structures. The skull for example grows very little during this period, while the nose or hands may develop enormously. The brain attains its approximate maximum size and weight during late childhood, but the heart may double in size in a relatively short period of time during early adolescence. The resulting lack of balance among bones, muscles, glands, heart, lungs, brain, and viscera is the basis for much of the misery usually accompanying growth throughout this period.

Girls precede boys to this period of rapid growth from one to two years. They attain sexual maturity approximately eighteen months earlier than boys and they are taller than boys from the age of eleven to fourteen, and heavier from ten and a half to fifteen years of age. At twelve, they are larger than boys in all physical proportions, and likely to exceed them in sports and physical activities.

¹ Luella Cole, *Psychology of Adolescence*. New York: Farrar and Rinehart, 1936, p. 8.

EDUCATIONAL IMPLICATIONS OF GROWTH FACTORS IN
ADOLESCENCE

These growth factors have tremendous implications for our educational program. *First*, they furnish a sound justification for establishing junior high schools as an institution ministering to the special needs of boys and girls at this level of development. It is the period of the great transition, for boys and girls enter the seventh grade as children (some authorities would say the eighth), and they leave the ninth grade as young men and women. *Second*, these factors imply important changes in our physical education program, with greater stress on health guidance and sex education and considerably less upon competitive athletic contests. *Third*, they indicate the necessity of developing a sound social program within the school that will enable pupils at this level of development progressively to achieve adult independence and responsibility. Childhood is characterized by dependence upon parents, teachers, and other adults. If pupil development is not to be arrested, provision and opportunity for developing independence will have to be made. *Fourth*, in childhood sex differentiation is a minor factor, but in adult life sex status is a dominant factor. The school has a responsibility in assisting each individual, first, to accept and adjust to his sex status as a man or woman, and second, to establish confident and harmonious social relationships with members of the opposite sex. Anyone who has taught eighth grade has observed the strain that develops in boy-girl relationships as the girls leap ahead of the boys in physical and social maturity at this level. "Eighth grade jitters" is an appropriate label for the phenomena.

The physiological development of the brain and of the nervous system is practically completed when the child enters the preadolescent period. We need not look for any significant extension of neural capacity during this period, but we have reason to believe that mental development, or the capacity to use neural structure, increases fairly consistently for all normal individuals to a much later period than was conceded a decade ago. Recent studies¹ show that, contrary to concepts generally accepted after the war that mental growth ceases at the age of thirteen or fourteen, mental development appears to be continuous over into late adolescence and early adulthood. Lower mental types reach maturity earlier than higher mental types. Growth is faster and longer for those of greatest intellectual

¹ Fowler D. Brooks, "Mental and Physical Development in Adolescence," *Mental and Physical Development*. Review of Educational Research, Vol. III, No. 2, April, 1933. Washington: American Educational Research Association of the National Education Association, pp. 109-113.

Fowler D. Brooks, "Mental Development in Adolescence," *Mental and Physical Development*, Review of Educational Research, Vol. VI, No. 1, February, 1936. Washington: American Educational Research Association of the National Education Association, pp. 86-92.

capacity, which means that where all members of the population are concerned as in our junior and senior high schools today, the range or spread of intellectual capacity increases with each grade level. The implication for the curriculum of this growth factor should be quite clear.

Physiologically speaking, the period of late adolescence belongs to adulthood. During this period all individuals attain their approximate maximum physical capacity. Physical growth, which is such a dominant factor in early adolescence, ceases to be of significance for most individuals during this period. Girls reach their approximate maximum height at the age of sixteen and boys at eighteen. Growth in general decelerates from the ages of eighteen to twenty-five, and by eighteen years of age all normal individuals are fully capable of reproducing their kind and caring for their offspring.

Growth factors which need special consideration include anomalies of development caused by late, unseasonable, or abnormal glandular activity. Frequently, after individuals have attained what would appear to be full normal adult physical development, a new period of glandular activity incites growth. The new tissue is added in the least calcified areas, causing abnormal development of nose, neck, spine, hands, jaw, or feet, to the discomfiture of the individual and the amazement of his acquaintances. Such anomalies give rise to feelings of self-consciousness, and social maladjustment, and should, therefore, be a concern of the schools.

DEPENDENCE OF ADOLESCENT YOUTH IN MODERN SOCIETY

The tendency in modern society to prolong the dependence of adolescent youth upon parents and teachers has the effect of arresting development at the late childhood stage, and of creating emotional processes which are unwholesome. Biologically, youths of this age are capable of caring for themselves and of providing for their own needs, but modern society continues them in school, preparing them for life, or avoiding it. Through denying them economic employment, we deny them adult status, and make impossible the fulfillment of their major urge, that of mating and marriage. The repression of the mating urge and the diversion and sublimation of sex impulses toward other activities is a source of emotional strain which needs much fuller study than has thus far been given it. This is a period during which maladjustments which may have been incipient from early childhood become visible. Unwholesome dependence upon parents and guardians, a persistent refusal to face realities, an avoidance of responsibilities, antisocial fears, or any unwholesome attitude toward self, which may have been carried along and carefully

protected, is likely at this age to become a source of overt conflict. The school has a deep responsibility for helping all individuals orient or reorient their emotional life.

VOCATIONAL EFFICIENCY AND OPPORTUNITY PARAMOUNT IN LATER ADOLESCENCE

As individuals in this period of life contemplate their adult status, life assumes new meaning. A large percentage of youths at this age are seriously contemplating their status as homemakers, as fathers and mothers, and for many it is an immediate rather than a remote possibility. The achievement of vocational efficiency and opportunity is paramount in the minds of most boys and girls as they complete their high school career.

Only here and there have there been constructive efforts to fit the curriculum of the high school to the needs of its pupils. The essential explanation of this situation is the lack of adequate information about adolescence. No one can fit an environment to an organism when the organism's characteristics are still unknown.¹

There is needed a new philosophy of guiding and training adolescents that will develop subject-matter and introduce techniques in harmony with individual needs and abilities, rather than attempt to adjust all individuals to a single pattern in the hope of creating thereby a smooth, standardized bit of machinery referred to as the "curriculum."²

FINAL REPORT WILL BE GENERAL NOT SPECIFIC

The final report of this committee will be more detailed than this brief summary, but the implications will still be general rather than specific. If we have disappointed you by not specifying areas of child interest at each level, perhaps you will give us credit for not having created any more false illusions.

¹ Luella Cole, *Psychology of Adolescence*. New York: Farrar and Rinehart, 1936, p. 11.

² Karl C. Garrison, *Psychology of Adolescence*. New York: Prentice-Hall, 1934.

THE SOCIAL STUDIES ON THE ELEMENTARY LEVEL¹

A. H. HORRALL, *Assistant Superintendent of Schools, San Jose*

The Conclusions and Recommendations of the Commission on the Social Studies says:

In the selection and organization of the materials of instruction in the social sciences the educational statesman should be guided by five controlling principles or considerations—the purpose of education, the powers of the child, the time allotment of the school, the life of the surrounding community, and the obligations associated with professional competence.²

In examining these controlling principles I hope we shall all agree that the purpose of education is threefold, namely, to assist each individual in developing his own personality to its fullest, to prepare the individual for adjusting to society, and to prepare him for helping to readjust society. No doubt the statement that "the powers of the child" must always be considered in the selection and organization of materials will go unchallenged. The matter of time allotment for the social studies is vastly important in the organization of materials. No program could adequately prepare the child for adjusting to society without taking into consideration the life of the surrounding community. "The obligations associated with professional competence" require that the educational statesman have courage enough to present all sides of questions that arise in the development of the materials.

SCOPE AND SEQUENCE IN THE SOCIAL STUDIES

With these five principles in mind let us trace the materials that might be made available to a group of children entering the kindergarten and proceeding through grades one to six. As the tentative scope and sequence developed by the statewide committee has been known to most of you since last July, when it first appeared in the publication *California Schools*,³ I shall use the organization there suggested because it is more familiar to us than any other and not because any one believes it is a perfect program.

As we examine the scope of the material presented to our group of children, let us bear in mind another statement of the Commission on the Social Studies:

¹ Address given at the Conference on Direction and Improvement of Instruction, St. Francis Hotel, San Francisco, February 2, 1937.

² *Conclusions and Recommendations of the Commission: Report of the Commission on the Social Studies of the American Historical Association.* New York: Charles Scribner's Sons, 1934, p. 46.

³ Helen Heffernan, "Second Report of Committee on Scope and Sequence of Major Learnings in the Curriculum," *California Schools*, VII (July, 1936), 216.

The program of social science instruction should not be organized as a separate and isolated division of the curriculum but rather should be closely integrated with other activities and subjects so that the entire curriculum of the school may constitute a unified attack upon the complicated problem of life in contemporary society.¹

Time will not permit our development of the possibilities and implications for all fields of endeavor in this paper. Since this is a meeting devoted to a consideration of the social studies, the major emphasis will be placed in that field, but some implications for other fields will be given from time to time.

Two assumptions are necessary in order to follow this group of youngsters through the elementary school. We shall assume first of all that the aforementioned scope and sequence has been adopted by our school system. Our second assumption is that within the broad areas listed in the sequence, the teacher may choose her own units of study. There will, no doubt, be some question as to whether the teacher or the children should choose the units. The master teacher will be aware of the *entire* pattern of educational experiences that are valuable for the child and she will choose units, with the assistance of the children, that will fit into this general pattern. The units may not always develop out of the *immediate* interests of the group, but they *will* always be chosen from materials that are *interesting* to children at their growth level.

THE PRIMARY LEVEL

Since the tentative sequence says for kindergarten through grade two "the child and his immediate environment," we shall choose as a sample of materials for the kindergarten those experiences that develop out of a study of The Home. We see and hear our chosen group of children discussing how many people are at home; what mother does; what father does; how we keep well and clean; who brings the food to our home; how we communicate with people in other homes, in stores, or in other cities; why we have certain rules at home; what work we do; and how we entertain ourselves and others. We see these kindergarten children drawing crude but meaningful pictures of the home and members of the family. We see some of them building a house large enough that they may play in it. We watch them furnishing and equipping the house and later dramatizing the activities of the home. They take turns at being father, mother, children, postman, gardner, housekeeper, and cook. We hear them asking questions concerning the home that require much explanation and

¹ *Conclusions and Recommendations of the Commission: Report of the Commission on the Social Studies of the American Historical Association.* New York: Charles Scribner's Sons, 1934, p. 48.

tact on the part of the teacher. They are experiencing real life situations on their level of understanding. This is not the *only* unit our group is to experience in the kindergarten, but time permits only one example.

Let us now follow these children into the first grade where the sequence is still "the immediate environment." Here a unit is chosen that we shall call Our School and most of our interesting experiences for some time will grow out of school situations. We shall find our group asking and answering such questions as: How far do I live from school? Which way do I go to get home? Why must I obey the traffic officers as I travel between home and school? Should I drink milk at the morning recess? Why should I eat slowly and sit quietly while eating my lunch?

A Tour of Inspection. We observe the group taking their tour of inspection of the school building and grounds. They learn the location of the toilets, their play space on the grounds or in the play shed, the nurse's office, the principal's office, the school library, and assembly. True, the location of some of these points will be familiar to those of the group who were in kindergarten together but in many schools the kindergarten building is a separate unit complete in itself.

After the group returns from its tour of inspection, the teacher may draw a large map of the school showing the location of the points visited. She will probably pin the map on the wall at eye height and in a space where it may be left for several days.

During their tour of inspection, our group may have noticed that there are blank spots near the fences where flowers would brighten the school grounds. Perhaps they saw lunch papers strewn over sections of the yard. If this were the case, they would probably want to do something about it. Later we might see our group dictating a letter to the principal asking that they be permitted to plant flowers or we may find them helping the teacher write a note to the school traffic captain suggesting ways of keeping the lunch papers from being scattered on the grounds.

We hear these first graders discussing the rules of their school and why rules must be obeyed; we hear them talking seriously about the reasons for coming to school. We watch them develop their own rules of conduct as the teacher writes them on the board. In fact we watch them learn to fit into this school society and make a start at improving this same society.

The Second Grade Explores the Community. By following our sequence, we find that the second grade child is still in "his immediate environment." He has already examined the home and the school, so should be ready to investigate parts of his community. One group

may take a trip to a fruit cannery. Another group in another environment may visit the water front or a local park.

Before they go to the cannery, for example, it will be necessary to find out whether the foreman can arrange to show them through the building and at what time he would prefer to have the class come. They will develop rules of conduct that they will observe while walking to and from the cannery and while they are being escorted through the plant. Each child will bring written permission from home to go with the remainder of the group.

A Trip to the Cannery. As they are shown through the cannery the group may learn how the fruit is weighed, sorted, peeled, cooked, canned, and stored for shipping. They learn where the cans of fruit may be sent. They see where mother or brother worked last summer. They are interested in the cafeteria where friends and relatives ate. They look at the time card that shows how many hours father worked yesterday. As they return to school, they pass the cannery nursery, and recall that several years ago some of them stayed in that nursery while their parents were at work. They compare the cannery nursery equipment with that which they use at school.

Upon returning to school, they write a letter thanking the foreman for his kindness. Some of the boys want to build a cannery out of cartons and scraps of lumber, others think it great fun to draw pictures of the foreman, the truckman, or the time keeper. On a large map, two girls find the names of the places to which the foreman said the fruit would be sent. Some of the group make a map to show the route the class took in going from school to the cannery. There are many machines to be built that will go into the cannery when the committee gets the building finished. If this is to be a usable cannery there must be fruit and cans. The cannery also requires trucks and storage sheds. Some of the group bring caps and dresses that their mothers wore as their uniform during the summer. One boy brings two knives that were especially made to peel and pit the fruit. He demonstrates how these knives are used.

Discussion of Workers in the Community. As they answer the question, why do our parents work in the cannery? the children are reminded that there are many other kinds of work to be done in our community. They find pictures and read stories about the many kinds of work that people do. They write their own stories about the cannery and other places of employment near the school.

On their map a committee puts the names of the places the group passed as they went to the cannery. So they note there are other interesting places such as the fire station, the police station, the bakery,

the market, the butcher shop. They discuss the possibilities of visiting these places. They write to the owners. They find stories to read about the butcher, the policeman, and the postman. Thus our children learn more about the community in which they live.

GRADES THREE AND FOUR

As this group enters the third grade, our sequence reads "the basic physical, material, manipulative means by which man has learned to control his environment, as, for example, in primitive or pioneer life." We are not assuming that at this stage of his development the child ceases to be interested in his community and immediately wants to "go native." The community interests are still there but the "cowboy and Indian, cops and robbers" stage is upon us.

Study of Primitive Life. We shall choose for our immediate study a type of primitive life which is near enough that *some* members of the group may have visited these people in their homes. Although the Southwestern Indians are not near enough for the group to visit and observe first hand, we do find many well illustrated books containing interesting stories about the customs and habits of these people. Many fine pictures of these Indians may be secured from railway companies, from art collections, and from post cards received from friends who have visited the Southwest.

From the visual department of the school, baskets, pottery, blankets, and kachina dolls are available. An interesting movie tells how the Navajo conquered the Hopi and bobbed his hair as a sign of submission to the stronger and more war-like tribe.

In order to understand more fully the disadvantages as well as advantages of primitive life, some members of our group may build a pueblo out of packing boxes. They may use one end of the classroom and make the pueblo large enough that they may go inside the dwelling at various heights. Some make looms of different sizes and weave mats or rugs. Others mold pottery or string beads and corn. Still others may draw pottery shapes on paper and use authentic symbols in creating designs.

The group may write and produce a play depicting life in a pueblo of the Southwest. They ask and find the answers to such questions as why do the Pueblos build "apartment houses" when there is so much space available? Why are the roofs flat? Have these Indians changed their mode of living recently? What regulations has the federal government placed on these people? What effects did their living conditions have on their health? Are their schools teaching them to live as we do or to improve their own modes of living?

They discuss the traditions and superstitions of the Southwestern Indians such as why the Navajo hogan must always face the rising sun and why no movies of the snake dance festivities (except those taken by the federal government) have ever been permitted. They learn some of the songs and dances of the various tribes. They write to an Indian school and borrow an exhibit of paintings made by the boys and girls who attend the school. They purchase one of the paintings for their own school. They write to the Department of the Interior for copies of the bulletins describing the national parks of the Southwest. They obtain pamphlets from the railway companies. They write to the Chamber of Commerce of Albuquerque and of Gallup, New Mexico, for temperature and rainfall data and the dates of the Indian festivals. From this detailed study of a living primitive people they develop a better appreciation of their own homes and surroundings. They also have an understanding of why these people are different and what they are able to do and make that we cannot duplicate even with our best machinery. They have studied a people who have learned to adapt themselves to their environment and to adapt the environment to their needs.

A Study of Pioneer Life. In the fourth grade the teacher of this group suggests a study of pioneer life that is not so far removed from some members of the group. Many of the children have great grandparents who came across the plains in '49. A picture displayed in the classroom, a story told or read, a cowboy song sung by some member of the group is all that is necessary to start an all-absorbing study of the '49ers.

We watch the growth of a collection of bows and arrows; arrow heads; Indian skulls; cattle horns; ox whips; gold pans and picks; gold scales; early newspapers; iron pots; deer, bear, and buffalo skins. We see the bulletin board being covered with pictures illustrating scenes of gold rush days. Because of the large number of newspaper articles, a committee starts to organize them into a scrapbook.

The library table, piled high with books at the beginning of the study, is almost bare, for every child is interested in reading everything that he can about those early Californians.

As the study continues, much truth and some fiction are discussed. Several of the children decide to keep diaries of events that might have happened to children of their ages as they crossed the plains.

A Pioneer Tells the Children About His Experiences. One child brings the good news that there is a very old man in the community who as a babe came across the plains in '49 with his parents. A committee is selected to write a letter to the old gentleman and ask him to tell the class some of his experiences. The letter is prepared and

read to the class. Suggestions are made for improvement before the letter is finally rewritten and sent. One of the high lights of this study comes with the appearance of the old man in the classroom, accompanied by his granddaughter.

Visit to Historic Spots. Two members of the class are taken by their parents to Sacramento for the week end. Upon their return, there is much discussion about Sutter's Fort, Marshall, and the Donner Party. All the members of the group visit the historical points of interest in and near their city. These spots have real significance now. Some of them are difficult to locate. One group calls on the City Manager to ask that markers be placed at the city's historical spots; another group makes the same request of the publicity committee of the Chamber of Commerce. Later the children are delighted to see these markers erected.

Gold in California. At the question, has all the gold been taken out of the ground? the discussion centers around modern developments in the gold fields. Some of the questions asked include: Why is gold so heavy? Why is it so valuable? Why did we use gold for money? In what other parts of the world is gold found? Why were so many people willing to risk their lives in coming to California for gold? What different routes were used to reach California? How would the news of a new gold strike cause people to react today?

Because of their keen interest in this study, members of the group decide to prepare a play depicting life in the early fifties. The production of this play for the approval of other groups requires the painting and building of scenery, the making and gathering of costumes, the writing and organizing of dialogue, the selecting and singing of appropriate songs, the choosing and rehearsing of characters, the writing and sending of invitations, the gathering and placing of properties, the setting and shifting of scenery. In reliving the experiences of these pioneers, the members of the group have discovered the hardships as well as the joys of these early Californians. They begin to understand how much better in many ways the pioneers lived than primitive men and they can appreciate the advantages of living today as compared with life on the plains and in the gold camps.

GRADES FIVE AND SIX

In following this group through the fifth grade, we read our sequence once more: "the basic scientific, mechanical instruments by which man has learned to control his environment, as shown in such areas of experience as the history of records, the history of travel, the development of lighting." Since the sequence is the same for grades five and six, we shall first deal with those materials that have to do

directly with the home and in the next grade we shall study those that are less directly connected with the home.

Since the home is a universal institution, we shall try, during this year, through an examination of the history of homes, to observe how science and mechanical inventions have played a part in the development of homes throughout the world.

Homes in Other Parts of the World. So far, in the development of the group through the years, they have stayed within their own country. Now they are ready to look at people of the rest of the world and see how the latter live, what kinds of homes they have.

As they walk about the residence districts of the city, the children see Spanish, English, and Colonial type homes. What makes them distinctive? Why are Spanish homes different from English homes in appearance? They examine pictures of Norwegian homes with very steep roofs and Swiss homes with rocks on the roofs. They learn that jungle people live in grass huts. Soon they begin to understand that climate has much to do with the types of homes people build.

Our group learns through searching in many volumes that since science has made possible the use of electricity, gas, and water in our homes both the interiors and exteriors of the buildings have been materially changed. They learn that only the jungle tribes and nomads have not improved their dwellings.

They trace the improvements of homes in the temperate zones as new inventions and discoveries make the securing of raw materials easier and less expensive. They are surprised how health regulations that we take for granted today revolutionized the planning of homes and caused much hatred when they were first enforced.

They follow the development of the home from the time when men first hunted for caves, ready-made homes, then built their own in trees or other inaccessible places. As they accumulated material wealth of flocks and herds men changed the form of their homes so that they could travel with the flocks as needed. Our group learns that in most European countries there were different types of homes for peasants and nobility.

As these fifth graders gather information from magazines and reference books, they decide to make small replicas of typical homes so that they can show other groups how people around the world lived and now live. Before houses can be built, plans must be prepared. In making these type homes they must use paper cartons, wooden boxes, art tape, flour, salt, paint, paste, scissors, raffia, rocks, cloth, and other materials.

One committee makes a large map and designates where the homes may be found that are being built. This map will hang on the classroom wall when completed.

A Visit to an Architect's Office. One member of the group is acquainted with an architect and, with the assistance of his father, he makes arrangements for the group to visit the office of the architect. Here they see many house plans, learn what elements help to determine how a house may be planned, learn to make blue-prints, and browse through some of the large books containing pictures of homes of yesterday and today.

The group add many new words to their speaking and writing vocabularies and are much more observant of types of homes as their study progresses. They begin to understand that as people demand more and larger houses, materials must be taken out of the earth or off its surface and that, in many instances, if these materials are not replaced the lack of them may cause floods or droughts. These children are beginning to sense some of the complications of the society of which they are a part and recognize that all of the problems of this world have not been solved, that there are still many tasks yet to be performed, tasks that are just as challenging as any of the past.

Bridges Capture the Interest of Sixth Graders. If this group arrived at the sixth grade level in September, 1936, in northern California there could be no difficulty in interesting them in bridges and there is little doubt that the interest in bridges will be present in 1939. There is no lack of material obtainable from newspaper clippings and photographs. A canvass of the class may show that most of the members of the group have crossed the Bay Bridge.

To the question, what kinds of bridges do we know? responses include steel, wooden, toll, draw, and pontoon. After some research in the school library, natural, arch, truss, suspension, and cantilever are added to the list.

One member of the class obtains the name of the structural steel company that has made a movie of the progress of the building of the Golden Gate Bridge. He writes to the publicity department of the company and arranges for a showing of the film to the class. Photographs of bridges are borrowed from the president of the local camera club and displayed in the classroom.

The part that bridges have played in history causes much research and brings about a renewed interest in the countries examined last year when the group investigated homes around the world. One committee becomes interested in the history of bridges and finds that the first bridges were built by Nature. Logs fallen over streams, giant grape vines growing across ravines, or arches of rock carved by

the wind and rain constituted the first bridges. They learn that the first man-made bridges were probably timber foot crossings or suspension bridges of the grape vine type, such as those constructed in modern times by the Indians of British Columbia and other primitive peoples. They follow bridge history through the Roman contributions and the era of iron and steel. Another committee studies movable types of bridges so that they can explain to their fellows the difference between the turntable, the lift, and the bascule.

The walls of the classroom are covered with charts and drawings showing the development of bridges from the earliest to the most modern. Two boys bring their mechanical construction sets and build a bascule bridge on the floor.

They study the possible effects of completion of the two San Francisco bridges on population of San Francisco, the East Bay, and Marin County. They figure the length of time it will take to pay for the Bay Bridge if tolls continue as of a certain month. The father of one child is a member of the Reserve Officers Training Corps and he explains to the group the advantages and disadvantages of the bridges in time of war or major disaster.

With the assistance of the teacher, a trip to San Francisco is arranged so that all the children may have first-hand contact with both bridges. The preparation for this trip includes getting parents' consent, planning transportation, collecting funds, arranging for lunches, discussing conduct, understanding clearly why the trip is being taken.

A lively debate is held by four members of the group on the topic, resolved that bridge travel conserves the life and health of commuters more than ferry travel.

Letters are written to the Chamber of Commerce in San Francisco, Detroit, New York, and New Orleans for illustrative matter concerning their newest bridges. Text and reference books are checked as to their accuracy in statements about the longest span in the world. This introduces the question of the age of the books and the meaning of copyright.

CONCLUSION

An attempt has been made to sketch rather hastily one center of interest for each grade, from which might develop many valuable experiences for children as they pass through the elementary school. This is *not* assumed to be an all-inclusive program, but merely a sample of type materials that might be used. As to whether or not the selection and organization of these materials have violated the "five controlling principles" of the Commission on Social Studies, mentioned at the beginning of this paper, I leave to your decision.

CLASSIFICATION AND PROMOTION POLICIES IN SOME CITY SCHOOL SYSTEMS¹

HELEN HEFFERNAN, *Chief, Division of Elementary Education and Rural Schools, California State Department of Education*

The many inquiries directed to the State Department of Education concerning problems of classification and promotion of pupils and reporting pupil progress to parents prompted a recent inquiry to certain city school systems known to be directing particular attention to these problems. Although no attempt is made to present here a comprehensive evaluation of present activities in this direction, the seven cities selected provide a sampling that is probably representative of the trends throughout the state.

The responsibility for educational progress falls squarely upon the administration of the schools. It is the administrator who must synthesize the contributions of educational research, the new trends in educational philosophy, the findings of the experimental schools and continually redesign the organization and administrative procedures of the school system to fit the demands of new developments.

The hope for progress in education is the ability of education constantly to reconstruct its practices in terms of new needs and new discoveries. An education conceived as personality development and social adjustment requires organization and procedures quite different from a type of education conceived as subject-matter to be learned. Administration is responsible for taking up the lag that exists between theory and practice if teachers are to be free to develop an educational program based on a sound psychological basis and adapted to the needs of particular groups of children.

What changes in policy are essential if education is to be adjusted to the individual differences of children? How must educational machinery be redesigned to make individual guidance possible in practice? How can time and facilities be provided for adequate individual diagnosis?

What administrative policies related to pupil progress need revision in the light of modern trends in educational philosophy? What relationship is there between the development of normal emotional reactions and attitudes, in short, the development of wholesome personalities, and the administrative procedures in relation to

¹ The writer wishes to acknowledge with appreciation the carefully prepared responses to inquiries directed to representative city school systems. Grateful acknowledgment is made in particular to Superintendent Lawrence E. Chenoweth, Bakersfield; I. O. Addicott, Fresno; Superintendent Will French, Long Beach; Dr. M. Madilene Veverka and Robert Hill Lane, Los Angeles; Dr. Bernice Baxter, Oakland; Leo B. Baisden, Sacramento; and Jay D. Conner, San Diego.

pupil promotion and reporting to parents? By his answers to these questions, the administrator determines what is possible in the classroom.

In education, as in all other social manifestations, "the collective nature of mental life, the interdependence of human thought" as Finney points out,¹ cannot be overlooked. No school system can progress far beyond the other school systems in the social order of which it is a part. The features common to all school systems are far in excess of the differences. The social nature of mental life guarantees that such will continue to be the case. In this inquiry into the practices of seven school systems, the similarity in the basic thinking is striking. The differences are primarily in the nomenclature used.

GROUPING OF CHILDREN ON SOCIAL MATURITY BASIS

Learning is the modification of the behavior of an organism as it reacts to its environment. The level of development and readiness of the organism to react to its environment are basic requisites to all learning. Learning as organized in the school is a continuous process of unfoldment, of reaction, of adjustment to the demands of a planned environment. In view of the continuity of the process, formal grade organization is artificial. Whenever the school recognizes the gradually changing level of development of the individual, whenever it is attempting to adapt itself to the needs of the individual as a biologically, culturally, and socially maturing organism, whenever the school incorporates an understanding of individual variation into its educational thinking to the point that it recognizes the futility of attempting "to drive children abreast down standardized roads of learning" administrative procedures of rigid grade organization, promotion, demotion, and failure become indefensible.

The organization of groups for any one year should be flexible. Children should be moved from one group to another according to their apparent need. The only criterion for placement should be the selection of that group in which the child may find his best opportunity to work effectively and harmoniously, achieve his greatest individual success, develop his unique assets of personality, and learn to function as a contributing member of a social organization engaged in achieving worth while group purposes. Failure and non-promotion disappear from educational organization with recognition of and emphasis upon the developmental possibilities of the individual child and the necessity of giving children continuity of educational experiences.

¹ Ross L. Finney, *A Sociological Philosophy of Education*. New York: The Macmillan Company, 1928, p. 71.

The policy of one city school system in which much consideration has been given to the problem is to consider that a child is not "properly placed if he is grouped with others more than a year younger than himself."¹ The following rule has been definitely established:

A child may be retarded one semester in the first three grades on the recommendation of the teacher and the approval of the principal. Such retardation is to be thought of as *placement* not as *failure* and it shall be the responsibility of the principal to see to it that the suggestion of *failure* is studiously avoided. Any further retardation may be made only on the approval of the assistant superintendent in charge of individual guidance.

In another city that nominally retains the grade organization for purposes of convenience in pupil accounting, the policy is "to maintain essentially a social grouping of children."² This city reports approximately 200 retentions a semester in an elementary school enrollment of approximately 7,500 pupils or 2.6 per cent. Of these, approximately 80 per cent occurred in the first three grades where the administration considered it "better to keep immature children together rather than merely pushing them ahead." This school system subscribes to "the type of no-failure program which means that each child will progress at his own rate and that no matter what his grade designation is, he will be taught on the level at which he can function."

In Fresno, although the formal grade designations are retained "the policy in general is that of supplying to each room or grade a group which is a normal social unit rather than one which is selected on the basis of reading ability, mental tests, or any other device for creating homogeneous groupings." The trend, in Fresno, is toward a "no-failure program" particularly in the primary grades. The percentage of children who are not promoted is small.

In Los Angeles, the no-failure program as it is being tried out experimentally in seven schools is a natural outgrowth of an attempt to group children on the basis of "social maturity." Robert Hill Lane defines such a group as:

. . . those children who are like-minded, who have common interests, who have reached about the same degree of maturity as regards social habits and who are likely to live together happily and successfully.³

The necessity of setting up criteria for the determination of social maturity groups is an urgent one confronting each school system moving in this direction. Considerable experimentation and much more experience are necessary before an adequate basis may be

¹ Oakland Public Schools. Superintendent's Bulletin of October 29, 1936.

² Quoted from a letter written by Leo B. Baisden, Assistant Superintendent, Sacramento City School Department, December 3, 1936.

³ Robert Hill Lane, "A No-Failure Program, Part I—What Is It?" *Educational Scene*, I (February, 1936), 121.

established. Certain factors such as the home and out-of-school environment, the physical conditions of the child, his mental and emotional maturity, the types of groups the school can provide, the results of psychological and educational tests must be considered in securing satisfactory grouping.

The question of transfer of pupils from one school to another is sometimes offered as a reason for perpetuating formal grade organization. The widespread acceptance of an educational philosophy which recognizes the continuity of child development should make it sufficient to indicate to any receiving school that the child has had two years or five years of school experience, as the case may be. There is no question that data more vitally significant for the receiving school would be of the nature usually included in a well devised cumulative record. The problem of adjusting the child in his new school situation would be achieved by use of information concerning health, bodily equipment, family status, psychological and achievement tests, interests, emotional reactions, and school experiences far more satisfactorily than through a formal and frequently meaningless grade placement.

ANNUAL VERSUS SEMESTER PLAN OF ENROLLMENT AND PROMOTION

One school system has abandoned the semester plan of enrolling and promoting pupils in favor of the annual plan. The reasons for the change were stated as follows:

The chief factor influencing the change from the semester to the annual basis was the educational loss due to the shifting of classes at midyear. We estimate conservatively that at least two weeks at the end of each semester are interfered with by the activities surrounding promotion . . . and that at least two weeks of the new semester are occupied by the teacher in getting acquainted with a new group. . . . [The annual plan] gives much better opportunity for guidance on the part of the teacher since she will remain with the same group of children during the entire year . . .

Teachers . . . can arrange their units of work so that they are sequential and developmental.¹

The adoption of similar policies are contemplated in the recommendations of the Elementary Education Council of the Long Beach Public Schools² which proposes: (1) elimination of present grade lines, (2) provision for social maturity grouping of pupils, and (3) assignment of the same teacher to a group throughout the school year.

¹ Quoted from a letter written by Jay D. Conner, Director of Elementary Education, San Diego Public Schools, December 4, 1936.

² "Promotional Plans," Report of Committee No. 5 of the Elementary Educational Council, Long Beach Public Schools, 1935-1936. (Mimeographed)

In both San Diego and Long Beach, the desirability of making a gradual introduction of the annual enrollment and promotion of pupils is recognized. Beginning with kindergarten and first grade, admissions at the midyear are to be discontinued and the policy to be continued until the total plan is put into operation, which would be in a period of six years in the elementary school.

ORGANIZATION OF NEW ELEMENTARY SCHOOL UNITS

Four cities either contemplate or are actually experimenting with the organization of new elementary school units. San Diego anticipates:

. . . a division of the elementary school into two segments, a primary unit and an intermediate unit, with a disappearance of grade labels within these units.

Long Beach proposes:

. . . an upper elementary unit (three years) and a lower elementary unit (four years including kindergarten).

Los Angeles is organizing "the primary school" in the lower grades of several elementary schools. Dr. M. Madilene Veverka stated its purpose in a recent publication as follows:

The Primary School is established to release, as far as possible, both the teacher and the class from all unnecessary machinery, to make way for the development and expanding of wholesome interests in which lie the greatest possibility for learning and social living. In order that growth may be fostered, the teacher must spend more time in finding the needs and interests of the child than she can do where subjects, grades, promotions, and other considerations are given undue importance.¹

Fresno believes that:

. . . elimination of failure in the first three grades seems to point toward the eventual organization of something comparable to "junior schools" for primary children.²

School systems are apparently seeking greater flexibility in organization of school units by reducing the number of hurdles which a child must overcome in his progress through them and making placement at the time of pupil need rather than at the end of designated periods. The necessity of having each child remain with some teacher long enough for his strengths and weaknesses to be really understood is at the basis of the present dissatisfaction with prevailing types of organization. Teachers and administrators are

¹ M. Madilene Veverka, "The Primary School," *Educational Scene*, I (March, 1936), 145.

² Quoted from a letter written by Irwin O. Addicott, Director of Curriculum, Fresno Public Schools, February 6, 1937.

coming more and more to regard real education as effective individual guidance. No guidance can be given unless the teacher-guide knows the possibilities and potentialities of the child. Such knowledge of individual needs cannot be achieved in a single semester, and it is extremely doubtful whether it can be attained in a single school year.

NEW SYSTEMS OF REPORTING PUPIL PROGRESS

Acceptance of a modern educational philosophy renders obsolete the old types of reports cards. In an education stressing cooperation there is no place for the traditional report card based upon competitive marks which disregard individual differences.

The traditional report conveys to the home an erroneous impression of the purpose of the school. The school is no longer totally concerned with the intellectual development of the individual. The school is concerned with the health and physical welfare of the child; it is concerned with his interests, his attitudes, and his social and emotional development. All of these factors enter into his successful adjustment to life as much or more than his academic achievement in the measurable areas of education.

Neither the parents nor the child himself can give whole hearted cooperation to a system that palpably puts its faith in extrinsic devices such as "marks" to hold unwilling students to tasks that are too frequently sterile and insipid. The abolition of traditional systems of marking and reporting to parents is a natural outcome of an educational philosophy that has faith in the intrinsic interest values of the educative experiences that school provides. The philosophy of modern education renounces as unworthy coercive technique that are freighted with possibilities of producing new recruits in the already alarmingly numerous ranks of life's psychiatric failures.

In a recent publication of the Office of Education on *Report Cards of Pupil Progress Recently Constructed for Elementary Schools*, Dr. Mary Dabney Davis makes this introductory statement:

Instead of revising their report cards, some school systems have abandoned them and substituted informal notes to parents or individual conferences with parents in which problems and satisfaction with the pupils' progress are discussed. Some other school systems have listed both general and specific teaching goals on their progress reports and have left space for the teachers to describe the individual achievements and needs of their pupils. Still a third group of school systems are developing detailed reports. Many of these reports carry subheads under the curriculum subjects and character traits which help the teacher analyze the pupil's specific abilities and which also draw the parents' attention to what the school is attempting to do for their children. Many of these detailed reports also list school objectives and provide space for statements of height, weight, and physical health records,

for summaries of standardized test results, for home reports of the pupil's out-of-school activities and for a direct appeal to parents for cooperation in aiding their children's progress.¹

CONCLUSION

Teachers who are attempting to realize the aims of modern education by providing educative situations in which originality, initiative, and resourcefulness are developed; by striving to secure the application of knowledge to real life situations so that a practical and functioning citizenship results; by regarding as of paramount importance the properly balanced physical, mental, social and emotional development of children are checkmated unless administrative procedures are developed which lend themselves to these efforts.

The administrator comes close to the heart of the whole educational program in the determination of these policies. Happily, restrictive policies are rapidly being replaced by more liberal provisions that permit normal child growth toward worth while goals.

¹ *Report Cards of Pupil Progress Recently Constructed for Elementary Grades.* United States Department of the Interior, Office of Education, Circular No. 169, November, 1936. (Mimeographed)

CREATIVE MUSIC IN THE LEARNING PROCESS

LILLIAN MOHR FOX, *Supervisor of Music Education,*
Pasadena Public Schools

In our educational program we are endeavoring to lead children to express themselves creatively through as many media as possible, such as oral and written English, painting, sculpture, dramatics, dancing, music; but in guiding the creative efforts of children, we are trying to be sure that the activity, instead of becoming merely a stunt for show purposes, is developing naturally out of a true learning situation; also that it is leading on to other experiences which will permit the individual child or the group to arrive at new meanings and concepts, and to rise to new heights of creative achievement.

True, the sheer joy of creating is of major importance, but it is the teacher's responsibility to bridge the gap between the creative expression itself, and the learnings which may accrue from this experience, through individual or group evaluation, discussion of and perhaps drill upon the techniques involved in the process, and the utilization of the new understandings and techniques in new learning situations.¹

TEACHER MUST BE AWARE OF CREATIVE EFFORT

Success in guiding creative activity into worth while learnings lies not in the dominance of the teacher in the classroom, nor in her mastery of any mechanical procedure, but in her awareness of what is creative, and the possibilities of extending a simple idea into rich unexplored fields of endeavor. A creative idea may originate within one medium of expression such as music; may expand and embrace several phases within that medium, and then it may boldly swing into one or more entirely different media. To the subject-matter-minded teacher this presents a difficult situation, but to the child it is a perfectly natural thing to do. For example, primitive man did not silently dramatize the killing of a bear, follow his dramatization by uttering excited sounds with his voice, and then follow the sounds with the rhythmic pounding of stones or crude drum. He probably dramatized, shouted, danced, and pounded out his rhythmic accompaniments simultaneously. Children of today do the same thing.

¹ Lillian Mohr Fox, and L. Thomas Hopkins, *Creative School Music*. New York: Silver Burdett Company, 1936, pp. 165-186.

Only the adult mind separates activities into compartments. Let us therefore, allow our children freedom to express themselves fully through *all* media, and through this experience to acquire an integrated concept of the culture of peoples past and present.

HOW SHALL TEACHER DEVELOP CREATIVE EXPRESSION?

Where shall we begin, and what type of activities might be possible in any classroom? We might begin with a rhythmic hand clap; a sentence of intoned prose, a poem, a pantomime, a dramatization, a melody, a drum beat, a dance step, a chant. The child determines the beginning; the teacher guides and nourishes the creative spirit at work. Types of music activities which suggest possible trends within a unit of work on Mexico are as follows. The same activities may be applied to any unit of work by using different material.

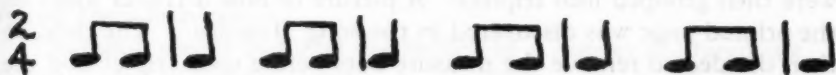
1. Singing original story-songs, words and melody together, to the group about visiting and participating in various activities of Mexican life.
2. With the aid of the teacher or group, swinging into rhythm and singing to original tunes, original ideas and sentences about any activities or other phases of life in Mexico such as the preparation of tortillas, the view from the rim of Popocatepetl, climbing a pyramid, cutting bananas, building a school, etc. This may be either individual or group activity.¹
3. Expressing simultaneously in song, rhythmic chant, jingle, or by tapping an instrument (wood-block, drum, triangle, xylophone, etc.), any bodily movement or dramatic action of his own, of another child, or of the group (such as the pantomime action of cultivating crops, harvesting, weaving, modeling, or other industrial activity; offering a sacrifice (Aztec); washing, cooking, or other domestic occupation.²
4. Creating incidental music for an original play or dramatization, showing life, activities, relationships, etc., of Mexico, such as songs, chants, rhythmic toy instrument accompaniments to bodily movement, descriptive sound effects (rumble of train, patter of Aztec runner's feet, sounds of tools used in construction, the hiss of escaping steam in Popocatepetl's crater, etc.), accompaniments on various instruments for songs or dances, and toy orchestra selections for original dances, for opening, closing, and between acts of play.

¹ *Ibid.*, pp. 159, 165-186.

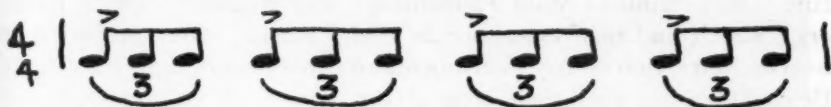
² *Ibid.*, pp. 146, 165-86, 152-157, 218-220, 291-312.

EXAMPLES OF CREATIVE MUSIC IN TYPICAL UNIT OF WORK

The importance of creative activity as a fundamental learning process has been emphasized. By way of illustration, a unit on transportation prompted an unexpected bit of creative performance which brought about an excellent learning situation. A group of fifth grade pupils were comparing the means of modern transportation with those of the past. One lad remarked, "Boy! I'll bet the hoofs of the horses on the pony express routes made a thundering noise." Immediately the sound of a horse's hoofs was being imitated by the slapping of hands and legs. In a moment every one was playing a galloping rhythm. Suddenly one boy said that horses had different gaits. He demonstrated by slapping his hands and legs, the gallop which the class had been playing thus:



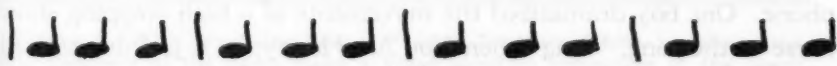
This, he said, was not really a gallop but a lope or canter; that a gallop was faster and the horse's hoofs would sound like this:



Some one asked what was the difference. The boy knew only that the gallop was faster. A girl thought the accent in the lope was different, and suggested that the boy play the two gaits with mallets on the wood-block so they could hear the hoof beats in each more plainly. The teacher asked some one to go to the board and make a dot for every hoof beat as it was played. It took several repetitions to get this done, but with each trial, group interest grew keener. Every member was actively listening and at the same time visualizing the hoof beats he heard. The accent in the lope was different, and the teacher suggested that each rhythm be played again as some one at the board placed a measure bar *before* each accented note. When this was done, the pictures on the blackboard looked like this:



Lope



Gallop

The children immediately discovered that the rhythmic patterns did not say what their ears had heard because some of the hoof beats were faster than others. Then followed the discussion of note values, and an examination of music texts having songs of similar pattern. A thorough understanding of quarter notes, eighth notes, staccato notes, and 2-4 meter was gained by the children through recording the rhythm pattern of the lope, as shown in the first example on page 237. They also became aware that they were dealing with rhythm only and that writing a melody would require a staff. Triplets in the gallop pattern presented a new problem. They were not called triplets by the teacher until the children discovered that they were swinging only once with their arms while three hoof beats were played on the wood-block. With the help of the teacher the notes were then grouped into triplets. A picture of how a triplet looks on the printed page was discovered in the song "Juanita." The children then decided to remove the measure bars before each triplet and use accent marks over the initial notes in each group. Both 2-4 and 4-4 meter were tried, and the class decided upon 4-4. They enjoyed listening to phonograph recordings, Von Suppe's "Light Cavalry Overture," Schumann's "Wild Horseman," and Kullak's "Little Hunters," which had hoof beat sounds in the music. They played their own orchestration on toy instruments to these phonograph recordings. Before they stopped they created the additional gaits of walking, trotting, pacing, and running; first with hand claps, then on a drum, wood-block, or triangle. When they recorded these rhythmic patterns on the blackboard, they found them less difficult than the lope and gallop.

In addition to the pleasurable creative activity itself and the great satisfaction derived from mastering some of the techniques in recording the rhythmic hoof beat patterns, one of the very gratifying outcomes of this spontaneous detour in the study of transportation, was a driving urge within the children to tackle new songs in their music books. Another outcome was, that whenever they sang a song, they tried to identify it with some one of the horse's gaits they had developed. When they sang "Billy Boy," "Cl'ar the Kitchen," and "Dixie," one boy who had never shown much ability in music before, always played a trotting rhythm accompaniment on the wood-block. When they sang "Dancing School" a girl played a pacing rhythm by sliding a mallet up and down in short zips on the xylophone. One boy dramatized the movements of a high stepping show horse to the song, "Sing When You Are Happy." A girl dramatized the graceful waltzing and bowing of a horse in the Pasadena Tourna-

ment of Roses parade to the songs, "Stars Are Always in the Sky," and "The Cedar Waxwing."

How accurate these various gait rhythms were is perhaps a question. However, the children were very positive, and there was no available horse versatile enough to prove that the children were not right.

DRAMATIZATION CREATES A DEMAND FOR ORIGINAL SONGS

The dramatization of ideas and original plays provides one of the richest leads out of which creative expression may grow. A group of 6A pupils were developing a unit of work on early civilization. A brief study of Roman pirates culminated in a dramatization of pirate activities, for which the class painted their own scenery and created their own songs.

Dramatic scenes included the finding of a "secret sheltered isle" by the captain and his motley crew. The members of the crew included a representative of every class in the Roman Empire. "The

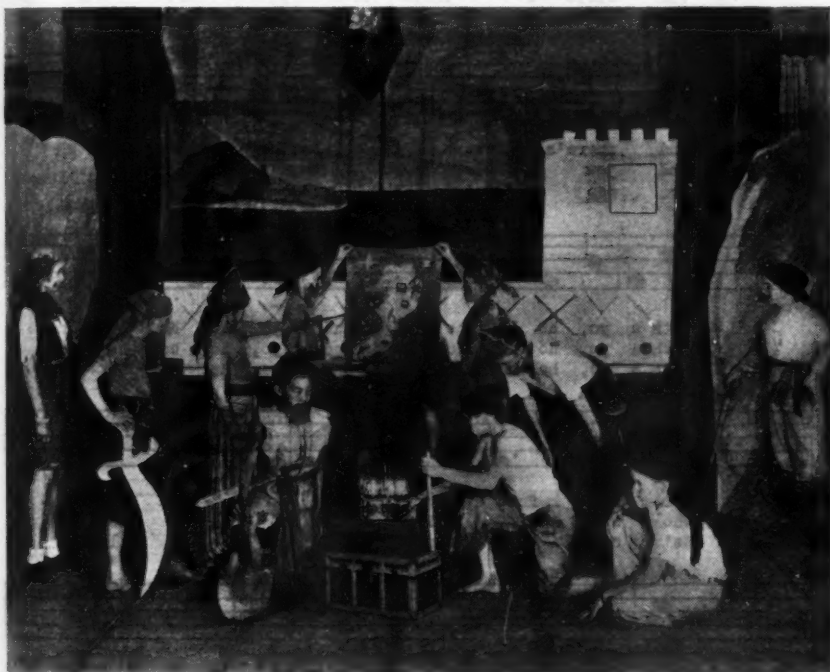
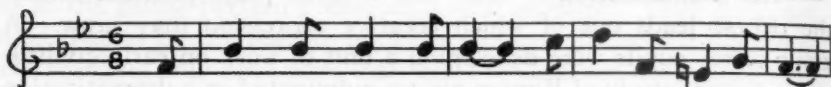


Figure 1. With Map Unrolled, a Former Treasure Cache Is Discovered While Members of the Band Make a Final Gloating Inspection of the Jewel Chest Before Burying It "Ten Feet from Rock and Three from Dock"

Song of the Roman Pirates" and "Treasure Song" were written by the group as a part of this activity. It will be noted in Figure 1 that the pirate at the extreme right is pointing with his sword to the spot where the jewel chest shall be buried, "ten feet from rock and three from dock" as their original "Treasure Song" says.

TREASURE SONG

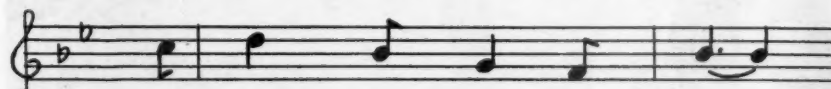
Anna Schawterow. Teacher

Words and Music by 6A Class
Altadena School, Pasadena.

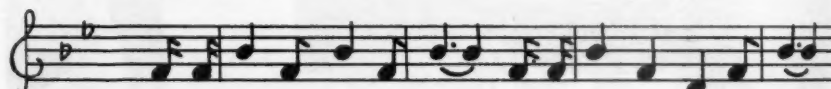
We've cap - tured yel - low gold, And hid it in the bay,
We've told our tales of old, Of cap - tains of our day,
We've had a blood - y fight, To set - tle our dis - pute,



Ten feet from rock and three from dock
Who stole a prize of gi - ant size,
We've on the sand on Rom - an land



And there's where it shall lay!
And jew - els so they say.
A cap - tain who will suit.



With a yo, ho ho, ho - ho ! And a yo, ho, ho, ho - ho !
With a yo, ho ho, ho - ho ! And a yo, ho, ho, ho - ho !
With a yo, ho ho, ho - ho ! And a yo, ho, ho, ho - ho !



Ten feet from rock and three from dock,
Who stole a prize of gi - ant size,
We've on the sand on Rom - an land

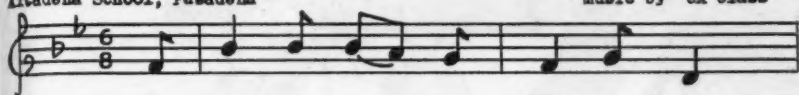


And there's where it shall lay !
And jew - els so they say .
A cap - tain who will suit.

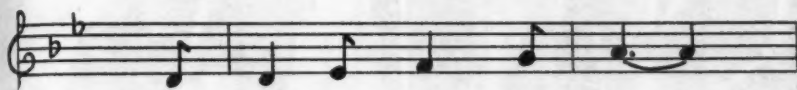
SONG OF THE ROMAN PIRATES

Anna Schwaberow, Teacher
Altadena School, Pasadena

Words by Virginia Vassar, 6A
Music by 6A Class



Oh we are pi - rates brave and strong ,
We use long swords and wicked knives ,
We'll dig a hole and bury it ,



They call us fierce and bold.
And car - ry dag - gers too .
So deep down in the ground ;



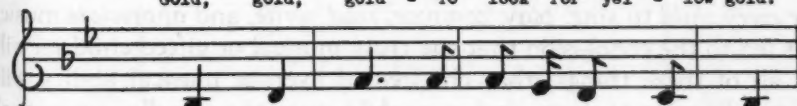
We sail a might - y pi - rate ship ,
And when we've piled up lots of gold ,
Up - on a se - - cret shel - tered isle ,



To look for yel - low gold .
Well here's what we will do :
Where it nev - er can be found .



Gold, gold, gold - To look for yel - low gold.



Gold, gold, gold - Oh we are pi - rates bold.

In Figure 2, the same pirate has just fought a duel with the captain and won. The crew with their new captain sail away lustily singing the "Treasure Song."

Another rich experience in creative expression was enjoyed by Mexican children in a 4A class in dramatizing a scene at the Market,

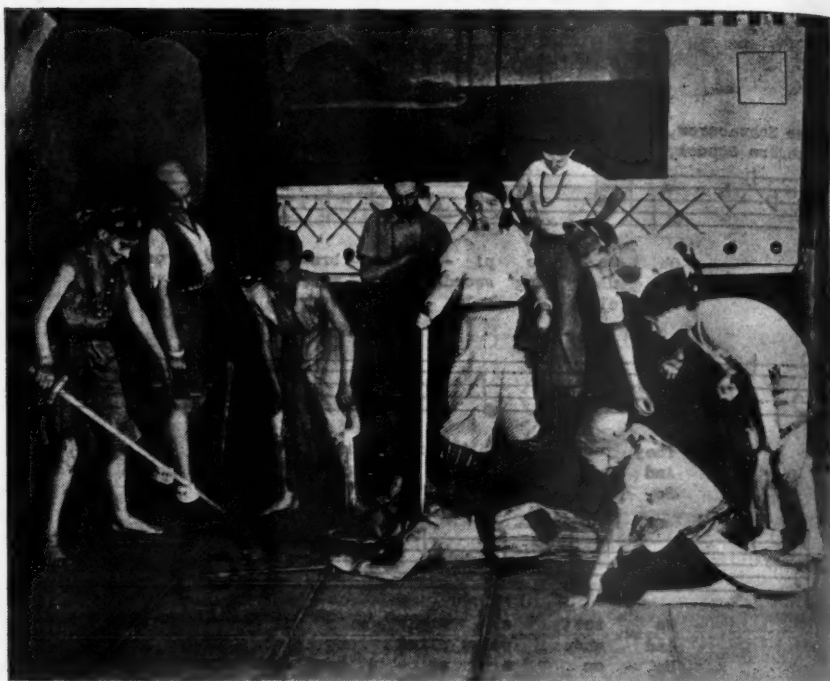


Figure 2. A Duel Ends in the Death of the Captain

created the accompanying conversational song, "Tamales." It was most effective when sung by two Mexican girls and one Mexican boy. The contrasting quality of the heavier voice of the boy, together with the lower pitched melody which he almost chanted, produced a most natural and effective accompaniment to the dramatization. It will be noted that the music manuscript as well as the illustration are done by fourth grade Mexican children.

Observation of classroom situations, which provide opportunity for *every child* to sing, play, compose, read, write, and appreciate music, has led to the conclusion that the truly musical or gifted children will do all of these things; that children of average musical ability will engage in most of them, and *every child*, even the so-called unmusical individual, has the ability to participate in one or more of these music activities. In conclusion it may be said that there are no unmusical children when music opportunities are rich enough to provide for individual differences. It is through each child's active whole-hearted pleasurable participation in one or more phases of music activity that he gains self-confidence, a feeling of security and joy in creative music experience. It is then that desirable learnings take place.

Manuscript by **Tamales** Words and Music
Herma Schmidt by **4A class**

(Vendor). Come to my stall and buy some Ta-ma-les
 Chi-li and meat Too good to eat
 please buy Ta-ma-les, Red Hot Ta-ma-les

(Buyer)- How much do they cost ?

(Vendor)- No mas diez cen-Ta-vos

(Buyer)- Ten cents is too much

(Vendor)- Ten cents is not ma-hy

compre, Se-ñor (Buyer) - Si!

4A Class
 Garfield School
 Pasadena, Calif.
 Frances K. Taylor Teacher

The Music Manuscript and Illustration of the Conversational Song, "Tamales,"
 by Fourth Grade Children

PLANNING THE CURRICULUM IN TERMS OF SOCIAL LIVING

F. G. MACOMBER, *Supervisor of Curricula and Instruction, Riverside*

CURRICULUM UNITS GROWING OUT OF LIFE SITUATIONS

There is a growing conviction on the part of educators in general that the major activities of the classroom should center around activity units growing out of real life situations, and that a major part of pupil development should be in connection with these units of work not only at the elementary but also at the secondary level.

An acceptance of this point of view commits one immediately to a program of curriculum research looking to the development of a social studies core if the experiences of the child are to be well articulated throughout his school life, and such as to reasonably insure the attainment of the goals of education. In so doing the term *social studies* must be interpreted broadly, and be thought of as social living rather than the traditional subjects usually grouped in this category.

During the past two years the major emphasis in curriculum research in Riverside has been that of developing a social living core for the public schools. In doing this the following principles have been used as a guide:

1. It is the function of the school to provide, so far as possible, an educational environment looking to the development of a rich and many sided personality and to the continuous improvement of the social structure.

2. Before the public schools can hope to develop integrated individuals it first becomes necessary to know the characteristics of such individuals. Also, before education can meet the needs of a changing democratic society it is essential to have a fairly definite idea of the specific needs of such a society. Out of a study of the needs of the individual and of society should grow the objectives of education, which, in turn, largely determine the core curriculum. These objectives should be stated in terms of child development, such as understandings, attitudes and appreciations, and essential abilities (automatic responses).

3. The scope of the curriculum grows from an analysis of social life to determine the forces and drives propelling human activity, and will exercise a direct and important influence upon the units of work as they develop in the classroom.

4. The "activity areas" or "experience areas," better known as "centers of interest," make up the sequence of the curriculum, and govern the selection of units of work at the various levels. If the curriculum is to be effective these activity areas must be closely related to pupil interests at the different levels. They will have a direct bearing on the selection of the units of work for the different grades of the school, and should make possible the development of a well articulated curriculum leading to the attainment of the educational goals. The activity areas must be flexible enough to allow for a variety of types of activity units, yet limiting to the extent necessary to prevent undesirable overlapping and to insure continuous progress toward the attainment of the objectives of education.

5. Within each activity area, units will be selected which give promise of the ultimate attainment of the goals of education and which are within the child's range of interests and maturation level.

6. In developing the scope and the sequence for the core curriculum the whole school life of the child must be considered. The developing of the curriculum at any one level independently of a general scheme for the whole of education cannot be recommended.

OBJECTIVES ACCEPTED

In determining the objectives of education the committee in Riverside made no original studies. There have been several excellent studies made, and the results of these are available. It would take a considerable expenditure of time and money, and a staff of research workers to begin to approach these studies already at hand. After rather careful study the committee came to the conclusion that the best statement of objectives was that of the Virginia Curriculum Study,¹ and these were accepted, subject to a number of modifications.

THE SCOPE OF THE CORE CURRICULUM

In developing the scope of the core curriculum it has been the practice for some time to think in terms of "areas of human experience." In general, the reasoning behind this approach has been that if a careful study and tabulation of human activities were made it would be found that all these activities can be classified under five headings: vocation, leisure, home membership, health, and citizenship. More recently, and under the impetus given by the Virginia Curriculum Study, there has been a growing tendency to think of

¹ *Tentative Course of Study for Virginia Elementary Schools. Grades I-VII, Bulletin of State Board of Education, Vol. 17, No. 1, July, 1934.*

the scope in terms of the "major functions of social life." These major functions of social life are placed under eleven headings in the Virginia Curriculum. These are (a) protection and conservation of life, property, and natural resources, (b) production of goods and services and distribution of the returns of production, (c) consumption of goods and services, (d) communication and transportation of goods and people, (e) recreation, (f) expression of esthetic impulses, (g) expression of religious impulses, (h) education, (i) extension of freedom, (j) integration of the individual, and (k) exploration.

As the committee was not yet ready to make a choice between these two types of scope both were placed on the tentative chart with the expectation that the teachers would study the problem more thoroughly during the coming year. The committee is inclined to favor the latter approach, however.

THE SEQUENCE OF THE CORE CURRICULUM

The development of a sequence for the core presented far more difficulties than attended the acceptance of objectives and the tentative acceptance of the scope. The committee, which was composed of one member each from the junior college, high school, junior high school, and elementary school, with the writer as chairman, was not willing to follow the lead of the Virginia study. Consequently several months of intensive study and discussion were required before a tentative sequence was set up. It was the belief that the early years of the child should be spent in becoming oriented to the world in which he lives, gaining understandings of scientific and social phenomena as rapidly as he demonstrated an interest in them and an ability to understand them. The group felt that while it is essential that future citizens develop as realistic an understanding of the complex and changing society as possible, yet there was grave danger, in the desire to accomplish this, of forcing upon pre-mature children a consideration of complex social, economic, and political problems before they were socially and mentally mature enough for such studies. The committee experienced very little difficulty at the primary level as it is here that most is known about the abilities and interests of children and there is more experimental evidence to guide teachers in the selection of types of units out of which can grow most of the activities and learnings of the child. The group was also convinced that an intensive study of major social, economic, and political problems should be delayed as late in the school life of the individual as possible in order to have a more mature individual socially and mentally. The School Code makes mandatory some type of study of governmental institutions not later than the beginning of the eighth

year,¹ so that the activity area at this point was more or less determined.

The sequence which was finally evolved is only one possibility. Another curriculum group, working independently, would undoubtedly develop a different sequence, at least at some levels, and could make just as good a case for their solution as this committee could for theirs. It is purely tentative, and represents a local answer to a problem for which teachers have all too little experimental evidence to guide them in solving. The committee is quite skeptical about its recommendations at certain levels and after one year of experimental teaching has recommended changing the activity area at one point.

ACTIVITY AREAS FOR THE VARIOUS LEVELS

The statements of the "activity areas" are quite general for the different levels. The committee has relied upon lists of suggestions for units to give points of emphasis for each grade, and to provide those limitations necessary to prevent undesirable overlapping and duplication.

In the elementary years and through the first year of junior high school the activity areas are based somewhat on geographical considerations, beginning with the child's immediate environment and expanding outward. The committee members would not go to great lengths to defend this determination. They did prefer it to other suggestions and felt that it offered possibilities for the development of a great variety of real life units in the different grades within the child's maturation level, allowed the class and the teacher a wide latitude in the selection of genuine activity units for the year of work, yet insured definite progress toward the attainment of the goals of education. While the classification at this point is geographical in nature a close examination of the suggestions for units from which a class would not usually choose more than three or four for study during the year, will show the great possibilities of selecting units of various types. It is not to be a study of the geography of regions as has been the traditional approach. Following is a statement of the activity areas for the different levels of the school, with lists of suggestions for units in the different grades. The suggestions for the tenth grade through the twelfth grade have been omitted because of lack of space but the activity areas have been suggested.

¹ School Code section 3.710, 3.711.

ACTIVITY AREA, Suggestions for units in the kindergarten, first, second, third grades: Direct and significant experience with immediate environment. (School, home, community, larger community.)

KINDERGARTEN

1. Few, if any, well organized units
2. Wide use of dramatic play
3. Numerous excursions to dairies, stores of different types, fire station, farm, etc.
4. Music and rhythms suitable to children of this age
5. Wide use of stories
6. Planting and caring for garden
7. Caring for animals
8. Arts and crafts recommended for kindergarten children
9. Becoming acquainted with our school
10. Performance of good health activities

FIRST GRADE

1. Transportation—may start with trains, boats, automobiles, airplanes
2. The farm
3. The home
4. Pets
5. Special days which appeal to first grade children
6. Performance of good health activities

SECOND GRADE

1. The postman (post office)
2. The groceryman
3. The policeman
4. The fireman
5. The laundryman
6. The milkman
7. Performance of good health activities

THIRD GRADE

1. Where our food comes from
2. Where our clothing comes from
3. Where the people of our community come from
4. How our community helps feed and clothe other peoples
5. Plant life in our community
6. Animal life in the community
7. Early life in our community
8. How our city was started
9. Getting acquainted with our community (or city)
10. How we learn what people in other places are doing (radio, telephone, telegraph, newspaper, library, etc.)

ACTIVITY AREA, Suggestions for units in the fourth, fifth, sixth, seventh grades: How life in various parts of the world adjusts itself to its environment. (Emphasis on physical environment in grades four, five, six, and on industrial environment in grade seven.)

FOURTH GRADE

Activities of the fourth grade will center around California and the Southwest.

1. How life in the early days in the Southwest adjusted itself to its environment
Possible units are:
 - a. Indian life
 - b. Coming of the Spanish (or)
 - c. Early California mission life
 - d. Gold rush days (or)
 - e. California becomes a state

SIXTH GRADE

Activities in the sixth grade will center around life in places other than North America.

1. Living in South America
 - a. Living in the Amazon River region
 - b. Living in the desert regions
 - c. Living in Argentine
 - d. Living in the Andes Mountains
2. Where the people of South America came from
3. South America helps feed and clothe the world

2. How life varies in different places
 - a. Living in deserts—including plant and animal life
 - b. Living in a large city
 - c. Living in a seaport
 - d. Living in the mountains
 - e. Living in a great river valley
3. What California sends to other states and nations
4. What other peoples send to us
5. Reclaiming our deserts
6. Where the people of California live
7. Where the people of California come from

FIFTH GRADE

Activities in the fifth grade will center around life in North America with emphasis on living in various parts of the United States.

1. Living in desert regions (Expansion of fourth grade unit, if this was taught. Compare with other desert regions of world)
2. Living in great industrial sections
3. Living in the cotton belt
4. Living in the corn belt
5. Living on the Great Plains
6. Living in a great river valley
7. Living in the wheat country
8. Living in the timber regions
9. Where the people of North America came from
10. Where the people of North America live
11. Living in Mexico
12. Living in the northern regions
13. How science has made North America a better place in which to live
14. Transportation and communication in North America
15. Conserving our natural resources
16. How North America helps feed and clothe the world
17. Carrying freight on the Great Lakes
18. How other people help us
4. Where the people of South America live
5. South America is dependent on the other peoples of the world
6. Living in China
7. Living in Japan
8. Living in Africa
 - a. Congo region
 - b. Egypt
 - c. South Africa
9. Science brings the world's peoples more closely together

SEVENTH GRADE

Emphasis in the seventh grade will be on how economic and geographic factors affect the character of a civilization.

1. How the change from hand to machine production changed the life of a people
 - a. People of the United States
 - b. English people
 - c. German people
2. How the abundance or lack of natural resources affects the ways in which people live
3. Why nations struggle for a share of the trade and commerce of the world
 - a. The U. S. as a world trader
 - b. England becomes a great commercial as well as industrial nation
4. Why nations have built large colonial empires
5. How life in the agricultural countries differs from life in industrial countries
 - a. France, agricultural and industrial
 - b. Russia struggles to become an industrial nation
 - c. Italy strives to gain a supply of natural resources
 - d. The agricultural peoples of Europe
6. Science makes close neighbors of all European nations, yet threatens the destruction of them
7. A number of units dealing with important industries such as oil, coal and iron, etc., offer excellent possibilities and may be better suited to certain groups than the above suggestions

ACTIVITY AREA, Suggestions for units in the eighth and ninth grades: Development of American civilization and culture.

EIGHTH GRADE

Most of the activities of the eighth grade will center around the problem of living in our community, county, and state, and in becoming acquainted with our federal institutions, especially our governmental organizations.

Science activities would grow out of units a, b, h, k, and others. Music, art, radio, motion picture appreciation, would come from c, d, h, j, especially.

1. How the people of our community (or city) are solving the problems of community life
 - a. Protecting person and property (Health, fire, property protection, protecting consumer, water supply)
 - b. Communication and transportation in our city (Roads, telephones, mails, traffic, etc.)
 - c. Educating the youth and adults of the community (Should be much concerned with educational guidance)
 - d. Planning a recreational program (What opportunities in the community?)
 - e. Making and enforcing laws in our community
 - f. Caring for the unfortunate in our community
 - g. Obtaining money for governmental functions
 - h. Making the home a better place in which to live
 - i. Planning a vocation. (What are the vocational opportunities in the community and state?)
 - j. Civic planning in the community
 - k. Lighting and heating our homes
 - l. Religion in the community
2. How the people of the county and state are solving the above problems
3. How our national government is organized

NINTH GRADE

At the ninth grade level the student should gain an understanding of the development of American institutions and culture. In the eighth grade the activities are chiefly concerned with developing an acquaintance with our institutions. Several approaches could be made, and the units would be determined accordingly.

Science could grow out of a, b, d, e, g, h, i; Music, art, literature out of b, d, e, f, h.

1. Historical approach (not old type chronological history)
 - a. European peoples discover the red man's continents and divide the new lands among themselves
 - b. Living in Colonial America
 - c. A democracy develops in the new world
 - d. America moves westward
 - e. Living on the American frontier
 - f. A stronger nation emerges from the Civil War.
 - g. America becomes an industrial nation and a world power
 - h. America moves from farm to city
 - i. Scientific progress makes the United States a neighbor to other nations of the world

Unit suggestions for the tenth year are chiefly of a guidance nature, and are closely related to the pupil's own problems. Among others will be found units on the automobile, social conduct, educational planning, and vocational planning.

For the eleventh and twelfth years the activity area is: How the People of the United States are Solving the Problems of Their Changing Environment. Suggested units are largely social, economic, and political in character.

SCOPE AND SEQUENCE AS A FRAMEWORK

Above all, this scope and sequence is to be thought of as a framework which gives general guidance leading towards desirable outcomes of education. Units of work are suggested, not required, and the teacher and class are allowed a great deal of freedom, subject to the limitations of the general area for a grade, in developing units of work from the suggestions given.

It will be noted that many of the suggestions are excellent for activities in grades above or below the level for which they are indicated. In order to prevent undesirable duplication, and to insure a reasonably well articulated curriculum it was necessary to make more or less definite placement. In almost no case could one provide scientific evidence to justify placing a given unit in a certain grade rather than in another, although it is known especially at the primary level, that some units are particularly well fitted to certain age groups of children.

It is the hope of those who have developed this curriculum that many of the major learnings of education will grow directly out of these units. Certainly many of the essential abilities involved in reading and in oral and written expression should grow directly out of units at all levels, as should many of the learnings in the arts and crafts and in music.

SCIENCE AS A PART OF THE CORE CURRICULUM

At the present time the committee is working on the development of a three year sequence of life science to run parallel with the social living core through grades eight, nine, and ten. This will be in operation in the eighth grade during the coming year. A study of the outline of the suggestions for units will show their similarity to those of the eighth grade social living core, and it is hoped that the work will be closely correlated. The success of this part of the program will be determined by the extent to which the science and social studies teachers, having an individual class, work together. A number of group conferences of social studies and science teachers are being held. However, the most effective work will come through individual conferences between two teachers having the same class.

An outline of the suggested science curriculum follows:

ACTIVITY AREA, EIGHTH GRADE: HOW THE PEOPLE OF RIVERSIDE ARE SOLVING THE PROBLEMS OF COMMUNITY LIFE

Unit 1. Protecting person and property

- a. Protecting the consumer: selection of food, clothing, drugs, etc.
- b. Fire protection
- c. Public health service: checking water supply, quarantine, inoculation
- d. Disposal of sewage, garbage

Unit 2. Communication and transportation in our city

- a. The science of mail service
- b. Telephone and telegraph
- c. Scientific traffic control: study of the automobile

Unit 3. Civic planning

- a. Building activities
 - (1) Buildings
 - (2) Roads
 - (3) Parks
- b. Activity for comfort and beauty
Trees and shrubs adaptable to our streets

Unit 4. Making the home a better place in which to live

- a. Home grounds and gardens: plants, animal pests and their control
- b. Heating, lighting, ventilation, etc.

Unit 5. Our use of power

- a. Lighting our homes, stores, factories, and streets
- b. Motors in the home and in commercial establishments

Unit 6. Recreational consideration

- a. Our weather and climate
- b. Interesting things to do and see at the seashore
- c. Interesting things to do and see on the desert
- d. Interesting things to do and see in the mountains
- e. Scientific hobbies: photography; radio; collections of butterflies, rocks and minerals, leaves, etc.

Unit 7. Vocational science opportunities: specific jobs for scientifically trained men and women which arise from the problems studied in the above units. Nature of the work, how one prepares, characteristics the individual should have to do the job well, etc.

CURRICULUM DEVELOPMENT ALWAYS IN PROCESS

This picture of the curriculum activities in Riverside represents partially what is actually being done and partially what the committee hopes will be done. Curriculum development is, and should be, always in the process of becoming rather than being thought of as a

completed job. It is effective only as it actually modifies the child's activities in the classroom. In many cases this requires a considerable, and often a radical, change in the philosophy of the teacher or principal. This, in itself, is a continuous process, so that while curriculum changes may rapidly become effective in some situations, they must take place very slowly in others, and be almost impossible of attainment in some.

INDEX TO VOLUME V

AUTHORS

- ADAMS, FAY. Should Beginning Reading Instruction be Postponed? February, 158-162.
- ADDICOTT, I. O. Redirecting the Elementary Curriculum in Fresno. February, 170-177.
- ALLEN, HOLLIS P. Planning Effective Attendance Service. February, 178-182.
- BAKER, G. DERWOOD. Implications of Growth Factors for Curriculum Development. May, 211-217.
- BAXTER, BERNICE. Developments in Kindergarten-Primary Curriculum. August, 18-21.
- BELL, HUGH M. What is Learning? August, 12-17.
- BROOKS, HAROLD BENNETT. Characteristics of the New Type Report Card. November, 100-108.
- CALDWELL, FLOYD F. The Challenge to Teachers in the New Education. August, 43-50.
- CALDWELL, FLOYD F. What Constitutes a Good Reading Program. November, 80-90.
- CURTIS, LOUIS WOODSON. Training the Music Teacher for the School of Today. August, 22-27.
- DEAN, RAY B. Modernizing the Teaching of Arithmetic. February, 153-157.
- DE VORE, EMILY. Nurturing the Creative Impulse. August, 32-36.
- DICKSON, BELLE L. Trends in the Teaching of Phonics. August, 51-58.
- FOX, LILLIAN MOHR. Creative Music in the Learning Process. May, 235-243.
- HAMILTON, AYMER J., and HOLT, VESTA. The Science Background of the Elementary School Teacher. November, 109-113.
- HEFFERNAN, HELEN. Classification and Promotion Policies in Some City School Systems. May, 228-234.
- HOCKETT, JOHN A. Trends in the Elementary School Curriculum. August, 37-42.
- HOLT, VESTA, and HAMILTON, AYMER JAY. The Science Background of the Elementary School Teacher. November, 109-113.
- HORRALL, A. H. The Social Studies on the Elementary Level. May, 218-227.
- HOULOSE, JAMES. An Effective Child Guidance Clinic. February, 183-192.
- HOUSEMAN, RUTH L., and POLKINGHORN, RHODA MAE. Speech Opportunities Viewed from a New Angle. November, 114-118.
- KERNS, FANNIE M. Art as a Creative Expression Growing out of Fundamental Learning Experiences. August, 28-31.
- MACKENZIE, GORDON N. Supervision Confronts a Changing Curriculum. February, 136-143.
- MACOMBER, F. G. Planning the Curriculum in Terms of Social Living. May, 244-253.
- MCCAMMON, ELEANORE L. A Study of Children's Attitudes Toward Mexicans. November, 119-128.
- POLKINGHORN, RHODA MAE, and HOUSEMAN, RUTH L. Speech Opportunities Viewed From a New Angle. November, 114-118.
- POTTER, GLADYS L. A Study of the Use of the Radio in a Group of California Schools. August, 59-64.
- ROBERTS, HOLLAND D. Creative Writing as Social Experience. February, 163-169.
- SEEDS, CORINNE A. The School and Its Task. May, 198-210.
- SPENCER, PETER L. Arithmetic: A Basic Social Study. February, 144-152.
- STONE, CLARENCE R. How to Adapt Reading Instruction to the Varying Needs of Children. November, 91-99.

ARTICLES

- Arithmetic: A Basic Social Study. Peter L. Spencer. February, 144-152.
- Arithmetic, Modernizing the Teaching of. Ray B. Dean. February, 153-157.
- Art as a Creative Expression Growing Out of Fundamental Learning Experiences. Fannie M. Kerns. August, 28-31.
- Attendance Service, Planning Effective. Hollis P. Allen. February, 178-182.
- Attitudes Toward Mexicans, A Study of Children's. Eleanore L. McCammon, November, 119-128.
- Teachers in the New Education, The Challenge to. Floyd F. Caldwell. August, 43-50.
- Creative Impulse, Nurturing the. Emily De Vore. August, 32-36.
- Curriculum in Terms of Social Living, Planning the. F. G. Macomber. May, 244-253.
- Curriculum, Trends in the Elementary School. John A. Hockett. August, 37-42.
- Curriculum Development, Implications of Growth Factors for. G. Derwood Baker. May, 211-217.
- Curriculum, Redirecting the Elementary in Fresno. I. O. Addicott. February, 170-177.
- Guidance Clinic, An Effective Child. James Houloose. February, 183-192.
- Kindergarten-Primary Curriculum, Developments in. Bernice Baxter. August, 18-21.
- Learning, What is? Hugh M. Bell. August, 12-17.
- Music, Creative, in the Learning Process. Lillian Mohr Fox. May, 235-243.
- Music Teacher for the School of Today, Training the. Louis Woodson Curtis. August, 22-27.
- Phonics, Trends in the Teaching of. Belle L. Dickson. August, 51-58.
- Promotion Policies in Some City School Systems, Classification and. Helen Hefferman. May, 228-234.
- Radio in a Group of California Schools, A Study of the Use of the. Gladys L. Potter, August, 59-64.
- Reading Instruction, How to Adapt, to the Varying Needs of Children. Clarence R. Stone. November, 91-99.
- Reading, Should Beginning Instruction be Postponed? Fay Adams. February, 158-162.
- Reading Program, What Constitutes a Good. Floyd F. Caldwell. November, 80-90.
- Report Card, Characteristics of the New Type. Harold Bennett Brooks. November, 100-108.
- School and its Task, The. Corinne A. Seeds. May, 198-210.
- Science Background of the Elementary School Teacher, The. Vesta Holt, and Aymer Jay Hamilton. November, 109-113.
- Social Studies on the Elementary Level, The. A. H. Horrall. May, 218-227.
- Speech Opportunities Viewed from a New Angle. Ruth L. Houseman and Rhoda Mae Polkinghorn. November, 114-118.
- Supervision Confronts a Changing Curriculum. Gordon N. Mackenzie. February, 136-143.
- Writing, Creative, as Social Experience. Holland D. Roberts. February, 163-169.

EDITORIAL COMMENT AND NEWS NOTES

- Building America. November, 76-77.
Capitol Park Booklet. November, 78-79.
Conference of Elementary School Principals, Report of. November, 65-66.
Conferences of Elementary School Principals, State, 1936-37. August, 1.
Conferences, Recent, of Interest to Elementary School Principals. May, 194-196.
Cooper, William John, Honoring the Memory of. May, 193.
Degree Offered by the State Colleges, A New. February, 129-130.
Demonstration Elementary School at the University of California Summer Session. February, 134.
Elementary Education, Some Present Trends in. August, 8.
Foreign Language Groups, Education of. November, 66-69.
Forestry Handbook for California, A. November, 79.
Libraries, Rural School. August, 9-10.
Library Service in United States Office of Education, New. November, 75-76.
Looking Forward. August, 10-11.
Mentally Retarded Children, Curriculum Adjustment for. May, 196-197.
Music Conference for California, A. August, 3-4.
Nature Study, Santa Barbara School of. May, 194.
Nature Study, West Coast School of. February, 134-135; May, 193.
Problems in American Education, Some Current. August, 11.
Progressive Education Association Conference, in Los Angeles, High Lights of. November, 69-75.
Public Schools Week. February, 133-134.
Reading and Language, Digest of Research in. November, 78.
Report Cards, Pupil Progress. May, 197.
Sight Saving Classes for Teachers and Supervisors. May, 197.
Speech Education, Two Books in the Field of. November, 77.
State Texts, Present Status of Recently Adopted. August, 2-3.
State Wide Committees, Progress Reports of. August, 3.
Stone, Clarence R. February, 135.
Story Parade. November, 78.
Supervisors Association, California School. August, 4.
Teachers' Guide to Child Development in the Intermediate Grades. August, 1-2.
Teaching, Characteristics of Good. February, 131-133.
United States Department of Interior, News Notes from. August, 4-8.

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